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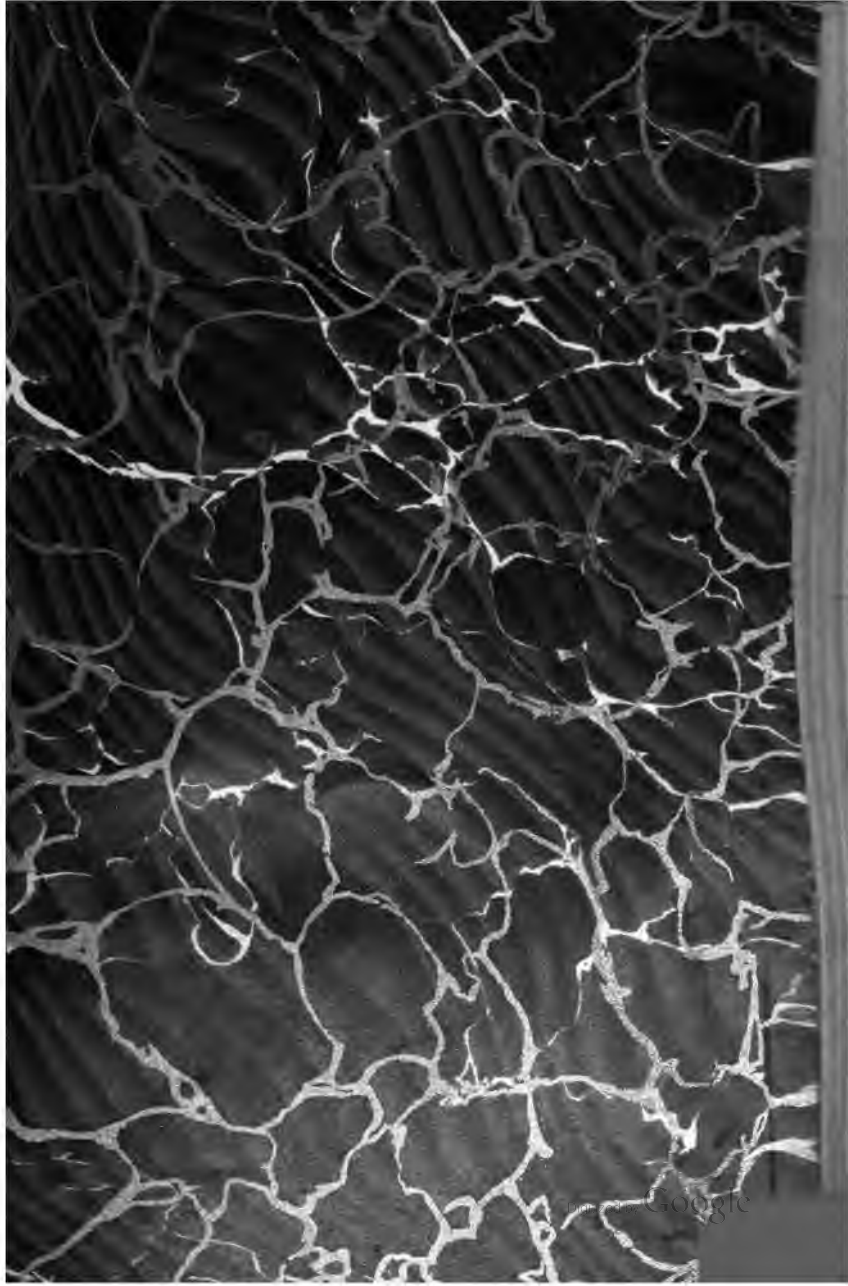
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THE

# PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.



VOLUME XXIII.

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JEROME B. HOWARD, EDITOR.

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# THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

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## THIRTEENTH ANNUAL CONVENTION OF THE NATIONAL COMMERCIAL TEACHERS' FEDERATION.

At two o'clock sharp, Monday afternoon, December 28, the thirteenth annual convention of the National Commercial Teachers' Federation was called to order by President E. N. Miner, in Caleb Mills Hall, the auditorium of Shortridge High School, Indianapolis. The programs of the Federation and of two of its affiliated bodies—the National Shorthand Teachers' Association and the National High School Commercial Teachers' Association—have already appeared in the PHONOGRAPHIC MAGAZINE, and these programs were, in the main, carried out as published.

By a piece of good fortune, unique in the history of the Federation, the members were welcomed to the convention city by an address from its mayor. Mayor Bookwalter, of Indianapolis, paid a high tribute to the usefulness of private commercial schools, and ventured upon some pretty severe criticism of the public high schools. He was followed by E. J. Heeb, of the Indianapolis Business University, who gracefully welcomed the members of the Federation on behalf of the Commercial Teachers' Association of Indiana. To both these addresses an eloquent response was made by Robert C. Spencer, of the

Spencerian Business College, of Milwaukee. "Uncle Robert," as he is affectionately known by those members of the Federation who have been in the habit of attending the meetings, was apparently never blest with better physical health or with a keener mental edge. His eighty years rest lightly on him, and in his enthusiasm for the mission of commercial education, to which his life has been devoted, he ranks with the youngest members of the Federation.

At the opening of the first business session, Vice-president J. F. Fish, of the Northwestern Business College, Chicago, acted as spokesman in the presentation to the Federation of a beautifully-wrought gavel, the gift of Mrs. E. N. Miner. The gavel was accepted with a vote of thanks and of compliance with the conditions stipulated by the donor that the names of all presidents of the Federation, those of the past and those yet to come, shall be caused by the secretary to be engraved on a band that surrounds the head of the gavel. The president's address was a somewhat lengthy document, consisting mainly of recommendations for the revision of the by-laws. Some of these recommendations were a bit startling, but all were obviously made with a view to securing greater influence on the part of the Federation in the work of elevating the standards of commercial education,

and to securing a greater administrative efficiency within the Federation itself. Among other things, President Miner advised that steps be taken looking to the suppression of dishonest schools; that military exercises be adopted as a part of the commercial-school course; that the Federation lend its auspices to the establishment of a summer school of commercial pedagogy; that steps be taken to bring the various commercial teachers' associations of the entire country into annual convention through delegates meeting with the Federation; that the by-laws be so revised that the secretary and the chairman of the executive committee be shorn of certain powers that they now hold to the detriment of the presidential office; that the president have a two-year term; that all members on attaining the age of sixty be made honorary members of the Federation without voting power. All the president's recommendations were referred to several select committees with instructions to report to the advisory council before the last session of the convention.

The report of the general secretary showed a gratifying increase in membership in the Federation and its constituent bodies.

The leading feature of the session on Tuesday was an inspiring address on "Psychology Applied to Business Branches," by A. F. Sheldon, of Chicago, Ill., in which the speaker convincingly maintained that the education of the emotions and the will is of equal, if not greater, importance with the education of the thinking powers.

It was announced that Benn Pitman was unable to attend the convention, being confined to his house with a cold which deprived him, for the time, of the use of his voice.

On motion of R. C. Spencer, the Federation unanimously instructed the secretary to send a message of friendly greeting to Mr. Pitman, in his eighty-seventh year, and of sincere wishes for his early restoration to his usual good health. A similar message of affectionate greeting was, on motion of Mr. Spencer, ordered sent to Warren H. Sadler, one of the oldest members of the Federation, lying seriously ill at his home in Baltimore.

The remainder of the session was taken up by the "demonstrations" of the Underwood typewriter and the Writerpress.

Tuesday evening, under the name of a National Congress of Commercial School Associations, a meeting was held, which, although not formally organized as such, or as a meeting of the Federation, resolved itself finally into the latter, and several important votes were taken. The session began with a somewhat desultory discussion of the president's recommendation with reference to making military drill a part of the curriculum of the commercial school. Widely diverging views were expressed by various members, and no action was taken on the subject. The recommendation to establish a summer school was debated at some length, and was finally referred to a committee consisting of Robert A. Grant, of St. Louis, E. E. Merville, of Cleveland, and C. C. Curtis, of Minneapolis. The president's recommendation on "fake" schools was taken up and discussed at considerable length. Various methods of dealing with the evil were brought forward by various speakers. The suggestion that commercial schools be brought under the supervision of state superintendents of education seemed to meet with most favor, and the whole matter

was referred to a committee consisting of Gertrude O. Hunnicutt, of Lansing, Mich.; W. H. Lockyear, of Evansville, Ind.; R. Scott Miner, of Chicago; C. C. Gaines, of Poughkeepsie, N. Y.; and S. C. Williams, of Rochester.

Two excellent addresses by W. N. Ferris, of Big Rapids, Mich., and R. H. Peck, of Davenport, Ia., were the strong features of the Wednesday afternoon session, which concluded with the election of officers. Louisville was chosen as the place of meeting in December, 1909, and the following officers were elected: President, M. H. Lockyear, of Ev-



*M. H. Lockyear.*

ansville; First Vice-president, Gertrude O. Hunnicutt, of Lansing, Mich.; Second Vice-president, W. I. Tinus, of Chicago; Treasurer, C. A. Faust, of Chicago. Secretary Walker, of Detroit, holds over, the secretary having a three-year term of office. Soon after his election, President Lockyear announced the appointment of the following executive committee for the ensuing year: Enos Spencer, Louisville; J. T. Gaines, Louisville; J. D. Brunner, Indianapolis; H. O. Keesling, New Albany; Jerome B. Howard, Cincinnati.

The final session, Thursday afternoon, began with an interesting demonstration on "Ribbons and Carbons," by H. B. C. Vannote, President of the H. M. Storms Company, of New York City. The "demonstration" was, in fact, a well-considered essay on the history of the manufacture of these articles, together with some practical information as to how to judge and use them. The merit of the paper may be inferred from the fact that by a vote it was resolved to include it in the printed report of the proceedings. In the concluding paper of the convention, replete with wit and satire, and entitled "Where King David Made a Mistake," J. N. Kimball, of New York City, scored unmercifully, and perhaps none too severely, the persistent exaggerations (to use no stronger word) introduced by even reputable business-college managers into their advertising "literature." The nub of the paper was that King David, wise and pious as he was, made a serious mistake, and that he ought to have amended verse 11 of Psalm 116 by striking out the first five words.

## THE NATIONAL SHORTHAND TEACHERS' ASSOCIATION.

At the first session of the Shorthand Teachers' Association, Vice-president W. D. M. Simmonds, of Nashville, recommended the discontinuance of the employment department, unless arrangements could be made by which a greater continuity of action might be secured. As things are, the passage of this bureau from the hands of one vice-president to another each year renders it practically impossible to do effective work. No action was taken.

J. L. Harmon, of Bowling Green,



Ky., being absent, the question of "The Correlation of Shorthand and Typewriting, and the Production of Accurate Transcripts," was discussed by L. B. Bettinger, of Lockport, N. Y., followed by Messrs. H. A. Hager, Garnett Hall, J. A. White, J. B. Howard, Miss Mahan, and others. Clyde H. Marshall, the writer of a paper on "Latter-day Tendencies in Shorthand Writing, and Their Significance to the Teacher and Pupil," was unavoidably absent by reason of a painful accident, but sent in his paper, which it was voted should be read, and this was accordingly done by Mrs. S. H. East, of Indianapolis. Mr. Marshall argued that the instruction commonly given for fitting shorthand writers for commercial positions does not tend toward the making of efficient professional reporters, and that the demands of the commercial world itself are growing at such a rate that a greater efficiency in strictly commercial shorthand training is urgently demanded. He referred deprecatingly to the belief cherished by many students to the effect that with the training ordinarily received for commercial positions they might, through several years of commercial shorthand experience, grow into the stature of the full-sized professional reporter. The boy, he said, who has attended commercial school, and has afterwards had six or eight years' experience as an amanuensis, is almost always outstripped in court reporting by the boy who has had eighteen months' continuous study and practice in school. This paper was discussed at much length by Frederick C. Rose, of Chicago, who found much to commend in it, but also much with which he must positively disagree. Among these was a state-

ment of Mr. Marshall to the effect that court reporting is not a high order of professional work, for the reason that it consists largely of narrow set forms of expression, which are repeated over and over again to infinity. Mr. Rose declared that elements of the highest diversity are brought into the courtroom with every new trial, and that no branch of shorthand reporting calls for greater versatility and resourcefulness on the part of the reporter. He also referred, with some slight touch of sarcasm, to Mr. Marshall's statement that there was, in Chicago, a reporter who could write three hundred words a minute. Mr. Rose had practised court and general reporting in Chicago for some years, and would be very grateful to Mr. Marshall if, upon his return to the Windy City, he might be favored with an introduction to this prodigy.

C. B. Bowerman, of Detroit, was absent, but Charles McMullen, having previously read the paper, stated Mr. Bowerman's point of view on the question "Can We Teachers of Shorthand and Typewriting Do What We Attempt to Teach Others to Do?" and the question was generally discussed. The view seemed to prevail that while it is desirable that the teacher possess a positive degree of developed skill as a shorthand writer, nevertheless a high degree of expertness is by no means necessary to the making of a good teacher of either branch.

Miss Elizabeth Van Sant presented a luminous paper setting forth "A Practical Method of Teaching the Principles of Shorthand," confining her remarks to a description of the plan pursued in the Van Sant School, of Omaha. As methods of teaching shorthand

are almost as numerous as are the teachers of the subject, some widely different views were expressed in the following discussion, which was participated in by Miss Mahan, D. H. O'Keefe, Charles M. Miller, L. P. Bettinger, H. L. Andrews, and others.

Wednesday's session, which was a joint meeting of the high school and shorthand associations, was interesting in all its parts, but the paper by Wm. A. Hadley, of the Lake View High School, Chicago, on "Pedagogy as Applied to the Teaching of Shorthand," was the high-water mark of the session and of the convention. It was a carefully worked out study of the mental processes involved in the learning of phonography. Although absorbingly interesting on first hearing, it was at once evident that Mr. Hadley's paper required repeated reading and thoughtful study to follow it with precision to its conclusions, and the announcement was therefore welcomed that the paper will be printed in pamphlet form by S. A. Moran, of Ann Arbor, Mich., in advance of its regular publication in the proceedings of the Federation. We commend it to the close study of all teachers of phonography.

At Thursday's session, H. F. Pratt, of the Central High School, St. Louis, read a well-considered paper on "The Essentials of Correct Typewriter Operating and Methods of Securing Desired Results," which was followed by a report of the typewriter keyboard committee by W. D. M. Simmons, chairman. This committee was appointed at the Pittsburg meeting, a year ago, with instructions to investigate the desirability and the feasibility of adopting a more scientific arrangement of the typewriter keyboard and to report at this meet-

ing. Mr. Simmons argued that the so-called "universal" keyboard is a thoroughly unscientific arrangement, that it is, in fact, a left-handed arrangement, burdening unduly the weakest fingers of the weaker hand, and that so true is this that even a few obvious changes, such as the transposition of the *a* and *j* keys, would at once work a great relief. Mr. Simmons reported, in detail, the results of an extensive correspondence carried on during the last year between the committee and the leading manufacturers of typewriters, on the one hand, and the committee and leading



*W. D. M. Simmons.*

school managers and teachers, on the other. There seems to be a surprising willingness on all hands to recognize that there may be a better way, and that if this is the case, it is now none too early to begin to find it. The committee was continued, with power to add to its number, and charged to report next year such concrete recommendations as it may find itself able to make for the improvement of the arrangement of the keyboard.

After a reading of "A Symposium of Practical Suggestions Collected from Teachers of Shorthand

and Typewriting Throughout the United States," by J. Walter Ross, of Wheeling, W. Va., the annual election was held with the following results: President, W. D. M. Simmons, Nashville, Tenn.; Vice-president, Mollie Wilson, Dubuque, Ia.; Secretary, F. E. Haymond, Evansville, Ind.; Advisory Council, Raymond P. Kelly, Chicago, L. P. Spencer, New Orleans, Jerome B. Howard, Cincinnati.

### IN THE CAB ON THE ROYAL BLUE.

BY J. H. BAUMGARTNER, BALTIMORE.

[Mr. Baumgartner says he had Phonography born into him, his father being a writer of the Benn Pitman system before him. Born in St. Louis, in 1886, he was taken to Westminster, Maryland, at an



J. H. Baumgartner.

early age, and there received his education. While a student at Loyola College he began the study of Phonography, using the same copy of the Benn Pitman *Manual* his father had studied, and receiving instruction from a friend of the family, a former court reporter. After six months of close application and constant practise he obtained his first position, at the opening of the St. Louis Exposition, in 1904, as secretary to Major J. G. Pangborn, who had charge of the Baltimore and Ohio Railroad's exhibit of historical locomotives at the fair. At the close of the

exposition he returned with Major Pangborn to the president's office of the B. & O., in Baltimore, and was shortly afterwards made stenographer in the Press Bureau, at the time of its organization. In this capacity he served for some time, and, after acquiring a knowledge of newspaper work, he was gradually broken in to prepare articles sent out by the press department. In the course of this work he has always found Phonography to be of inestimable service in getting interviews and in gathering data for newspaper and magazine articles. He has also made shorthand reports of railroad investigations, meetings, etc., and has never yet been accused of misreporting any one. For more than three years he has had charge of the shorthand and typewriting department of the Help Him Help Himself Club, a self-help movement for boys, set on foot in Baltimore by Major Pangborn. The accompanying notes written by Mr. Baumgartner in a locomotive moving at the rate of seventy-five miles an hour are a sufficient evidence of his skill in writing shorthand under trying conditions, as well as of the legibility of Benn Pitman Phonography under all circumstances.]

To the average passenger who occupies a seat in a Pullman car reading a popular magazine, or who sits listlessly gazing through the window admiring the panoramic scenery as it flits by with lightning-like rapidity, a journey of several hours is likely to grow monotonous and oftentimes to prove quite fatiguing. Indeed, this is true regardless of the speed of the train, for those of us who, perchance, have ridden in a fast express will recall that even on such a trip time hangs heavily when nothing interrupts the sameness of the journey but the clickety-click punctuation of one's idle moments by the rail-joints as they are past over by the rapidly-moving coaches. But to such a traveler—to the seasoned patron of the railroads—the writer would recommend a trip on the locomotive of the Baltimore & Ohio's Royal Limited, the fastest train operated between Washington and New York.

Such a ride is fraught with many thrills as the monster locomotive pounds along at upwards of a mile a minute, and one cannot help admiring the ingenuity of the engineer as he simultaneously grips the throttle, watches the signals, blows for crossings, and works the air-brakes.

It may safely be said that no other calling is so exacting in its requirements for efficiency as is that of a locomotive-engineer—the man to whose hands is daily intrusted the safety of a myriad of travelers and upon whom rests the responsibility of operating the countless trains skirting the country every hour of the three hundred and sixty-five days of the year. So painstaking are railroad managers in the selection of candidates for this important branch of the operating force that it does not suffice that an applicant merely be able to distinguish a red light from a green one, and have at his tongue's tip the rules governing the movement of trains; quite as much stress is laid on the moral phase of the examination, with the result that a novice in a locomotive cab needs no stronger indorsement of his moral standing and sterling character than the fact that he is there. Particularly is this true of the men who run fast express trains on the large railroad systems. When an engineer whizzes through space at from eighty to ninety miles an hour at the throttle of his road's Limited—indeed, many of them frequently run much faster—he is considered to have the most lucrative run within the gift of the company, from which he may be advanced to the position of division superintendent.

As the passengers were slowly filing through the gates, and the red-cap porters and station attendants

were hurrying here and there assisting them with baggage and bundles prior to the Royal Limited's departure from the Union Station, in Washington, I made my way to the front of the train and presented the necessary permit for the locomotive trip to Philadelphia. Engineer Gramm was busily engaged oiling the huge engine, preparing her for the race against time shortly to be begun, while the fireman was shoveling in coal and watching steam-gages. The engine puffed and snorted with the impatience of a thoroughbred awaiting the breaking of the barrier. Promptly at three o'clock two sharp whistles from the conductor signaled the time of departure, and we were off. After introducing me to the fireman and telling him that I would be with them as far as Philadelphia, Mr. Gramm informed me that I could occupy either side of the engine; so I chose to ride with him and witness the actual handling of the big iron horse during the fast trip before us. About five minutes were consumed wending our way through the complexity of switches in the terminal yard; then the speed was gradually increased, and in the next five minutes we were making better than sixty miles an hour. From that moment the race against time was begun over this veritable steel race-track, and the first stop was made in Baltimore, forty-five miles distant, barely forty minutes after our departure from Washington. The journey from Baltimore to Philadelphia was equally thrilling; a stop was made at Wilmington, Delaware, and the City of Brotherly Love was reached a few minutes before six.

Engineer Gramm is just past forty-eight years of age and is a born railroad man. His father be-

fore him was a railroad conductor of long service, and the younger Gramm followed in his footsteps in 1876, before he was sixteen years of age. Young Gramm's early railroad record was a clean one, and in 1888, at the age of twenty-five, he secured his first run on the Baltimore and Ohio as a passenger-train fireman. He was elevated from the rank of fireman to that of freight engineer in 1892, and was later promoted to an extra engineer on passenger trains. He first attracted the attention of B. & O. officials to his ability as an engineer who could save time by making what is regarded as the fastest time ever made between Philadelphia and Baltimore. The Princeton Glee Club was advertised for an engagement at a Baltimore theater some years ago, but met with an unavoidable delay in Philadelphia until it appeared the entertainment would have to be abandoned. It was seen, however, that with favorable conditions and an extraordinary run to Baltimore the Glee Club could reach that city in time, so "Engineer R. Gramm, Engine 856, will run extra to Baltimore," was announced by the roundhouse foreman, and Mr. Gramm started out on his hundred-mile run on the special. Be it understood that the initial "R" in Mr. Gramm's name means something and is quite apropos of his calling—it stands for Rush, and *rush* he did upon this occasion when the reputation of the B. & O. and himself lay pent beneath the cylinderheads of his monster locomotive. It was past six o'clock when the special left Philadelphia; the run was made in exactly 110 minutes, or ten minutes quicker than the schedule of the fastest express on the road, and the university men were on the stage

at the rise of the curtain for the evening's performance. The secret of Mr. Gramm's success in the locomotive cab is best explained by himself in the words which the writer took down in the accompanying Benn Pitman notes sitting beside him in his cab on the Royal Limited, while running 75 miles an hour. A translation of the notes follows:

Yes, sir; I am a total abstainer and attribute my entire success as a railroad man to the fact that I have never touched a single drop of alcoholic liquor. We carry four parlor cars on this run, weighing about 130,000 pounds each. Pretty heavy train; but as soon as I slide around the curves—By College 3:14. We cut this one off in 42. [Meaning that a mile had been covered in 42 seconds.]

In addition to being a staunch advocate of the temperance cause among railroad trainmen, Mr. Gramm is a life member of the Railroad Y. M. C. A., at Riverside, Baltimore, and is an officer of the George W. Childs Division 353, Brotherhood of Locomotive Engineers, which division he has represented as a delegate to the last two national conventions of the order. Physically, he is a perfect specimen of manhood, being slightly more than six feet tall and weighing 210 pounds.

In contrast with this wonderful physique is that of his fireman, W. H. Winchester. "Honey" Winchester—that's what Rush Gramm calls him when the engine's hot and steaming well—is the smallest man filling that position on the Baltimore and Ohio. It is needless to say, however, that he is a capable man, for otherwise he could not keep his place on the Limited.

A blessed companion is a book—a book that, fitly chosen, is a lifelong friend.—*Douglas Jerrold.*

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Above shorthand notes were made in locomotive cab on the Royal Limited en route Washington to Baltimore, November 27, 1908.

Art. H. Michelson

Fireman.

Engineer Royal Limited.

Frank Searman

## MENTAL SHORTHAND.

It is in word photography that the real usefulness of shorthand comes. This need not be conversation which one hears; it may be one's own fugitive thoughts. Anything that one decides to reduce to black and white, and desires to do it quickly, may be committed to shorthand. On the extent to which one is likely to want to do this the usefulness of shorthand depends. Most shorthand writers enjoy playing with it. As a diversion for an unoccupied hour at the end of a wearisome car journey, or elsewhere, it has few equals. The shorthand enthusiast never ceases to be interested in what he can do in the expression of thoughts or words in his strange devices. It is a field limitless in its opportunities for resourcefulness and ingenuity. It is mind cure for nervous ailments—a game of solitaire, with utility combined.

One need not use pencil or pen to take down words in shorthand. The finger need not even scratch the coat in imitation of actual note-taking. There is a mental shorthand writing of the most fascinating sort, particularly if the writer is only half interested in what the speaker is saying. If that is the case, take him in shorthand. Think its forms with lightning-like rapidity as he goes along; see how that thread of expression can be thought out closely behind his thread of utterance; think of the grouping of words, into a single unrelieved series of strokes, known as "phrasing," that may be executed. The best phrasing is always done in mental note-taking. The best plans for doing it with a pencil are really then thought out. Pitiably would be the condition of the man who

could not listen to an address or a conversation without mentally converting it into stenographic forms; and on the other hand, to the one who can lay down this mental pencil at command, the privilege of taking it up occasionally is not without its solaces. "What do you do when Enoch Boresome gets hold of you with one of his harangues?" one friend asked another. "I never mind very much, unless I am in a hurry to get somewhere," was the reply. "I go to taking what he says down in shorthand, and as such his flow of words interests me."—*Boston Evening Transcript* (editorial).

## HOW A MESSAGE WAS CARRIED TO GARCIA.

At a banquet, held in Pottsville, Pa., last November, on the occasion of the dedication of the new Y. M. C. A. building, several addresses were delivered by prominent men, among them Dr. Martin Brumbaugh, superintendent of the Philadelphia Public Schools, and Dr. J. F. Powers, of Pottsville. No arrangements had been made for reporting the speakers, but, after the guests were seated, on the evening of the banquet, it occurred to the general secretary that his stenographic clerk, a young man under eighteen, recently graduated by the local business college, might be able to take some notes of the speeches which would serve as memoranda upon which to construct some kind of a report. Accordingly he stepped to his office and invited the young man in, explaining hastily his intention. Although wholly unprepared for the task, and having only a half-length lead pencil and a tablet of rough paper at hand, the message found in this youth a bearer

who was ready to carry it to Garcia. Sitting down at a side-table, half covered with plants, flowers, and dishes, so that he could hardly do more than get his wrists on it, he wrote for two mortal hours, and what is more, he got every word that was said by all the speakers. That same week Doctor Powers's address was published in the Pottsville *Republican* in extenso, and a careful reading of it betrays none of the ear-marks of the tyro. The great length of Doctor Brumbaugh's address rendered it unavailable for the newspaper, but the manuscript was ready.



*Lewis Edwards.*

Lewis Edwards, the young reporter of this occasion, has his home in Orwigsburg, Pa., and is a graduate of the high school of that place. In February, 1908, he graduated from the shorthand department of the Pottsville Business College, having received his entire shorthand training in that institution, under the direction of Robert D. Taylor, a certificated teacher of the Benn Pitman system. His course of study was the regular one of the school for the preparation of commercial amanuenses. Following his graduation, Mr. Edwards

did some work in the office of a shoe factory of his home town, but for several weeks, preceding the banquet referred to above, he had been acting as stenographer of the general secretary of the Pottsville Y. M. C. A. During the summer he made it a habit to try his hand, on Sundays, reporting sermons, and so successful was he in this that, in several instances, he presented excellent transcripts to the Orwigsburg papers, and the sermons were published.

In giving to the *MAGAZINE* the facts regarding the early success of his pupil as a reporter, Mr. Taylor modestly says, "I send you this as a tribute to the splendid capabilities of Benn Pitman phonography." The tribute to the system is deserved, but there are two other elements that Mr. Taylor does not mention—an able and faithful teacher, and an earnest and unflinching student. We congratulate both teacher and learner on the excellent results of their work.

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## CORRESPONDENCE.

### A LETTER FROM THE OFFICIAL REPORTER OF THE SENATE.

UNITED STATES SENATE, WASHINGTON, D. C., *January 5, 1909.*—We are being reminded constantly of the advantages of the present over the preceding generation, and there is no stronger illustration of it than is given by the beautiful and valuable books that you are adding to our shorthand literature. I have quite a collection of these little treasures, for which I am indebted to your enterprise and generosity. Only old phonographers who learned the art in the '50's and '60's can fully appreciate how easy you have made the pathway for the



present generation; and at the same time you have made it delightful. I can well remember that about forty years ago some writers were led to adopt what was then known as the "inverted vowel-scale" in order that they might revel in the publications of Paternoster Row. Surely this incentive no longer exists, and all American phonographers, old and young, owe you a debt of gratitude.

THEO. F. SHUEY.

### ANSWERS TO CORRESPONDENTS.

CONSECUTIVE VOWELS IN THE AMANUENSIS STYLE.—"BALANCE OF MOTION" SOMETIMES GOVERNS DIRECTION OF SH.—OF TWO EVILS CHOOSE THE LESS.—"LEATHER" AND "LETTER."

A. G. F.—The phonographer who had not learned the brief method of writing consecutive vowels, given in the *Manual*, paragraph 54, would have to vocalize the word *genuine* thus  $\text{L}_2$ . He would not write it  $\text{L}_2$ , as this would indicate a false pronunciation. The *Dictionary* follows the *Manual* in the matter of writing concurrent vowels.

Paragraph 57 of the *Amanuensis* states that the rules given in paragraphs 53 and 54 have no value for vowel indication, but are simply intended to secure the formation of facile outlines. Moreover, these rules have reference to the writing of *sh* in outlines uncomplicated by appendages—circles, hooks, and loops. In the word *Swedish*, the circle *-s* renders it inconvenient to write *shay*, as compared with *ish*. By writing *ish* the "balance of motion" is secured. Compare the *Manual*, paragraph 194a.

The choice of an outline for

*Dover* is made on the principle of taking the less of two undesirable things. The form  $\text{L}$  contains an imperfect *r*-hook, which is undesirable. The form  $\text{L}$  contains a reverse check (that is to say, a pause between two strokes, in which pause it is necessary to change the direction of the curve—in this instance a change from involute to evolute), and this too is undesirable; but the former is the less evil of the two.

*Leather* is written  $\text{L}$ , for the reason that  $\text{L}$  can be read *letter*, and the *ter-der* value of the doubling principle takes precedence over the *ther* value. See *Manual*, paragraph 176.

### APPEARANCES ARE DECEIVING.

W. S. B.—The reason why *Harvey* is written with the stroke *h* is this: If it were written with the tick the downward *r* would be followed by the stroke *v*, and this is an awkward combination in actual practise. There is no theoretic reason why the word should not be written  $\text{H}$ , indeed, that is the

correct theoretical outline, but the  $\text{H}$  combination is practically unwritable at speed. Outlines like

$\text{H}$   $\text{H}$   $\text{H}$   $\text{H}$   $\text{H}$   $\text{H}$   $\text{H}$   
arrive arrived Irving Harvey survey

although they look as if they ought to be graceful and facile forms, do not flow off the pen readily. On the contrary, in practise it is found that it is necessary to "slow up" and make the outlines with a

steady, well-controlled hand if the forms are to be kept sufficiently accurate for ready reading. The use of the upward *r* overcomes the difficulty in every case. No formal rule has ever been made to cover this case.

## A SIMPLE VOWEL SCHEME SUFFICIENT FOR THE AMANUENSIS.

One of the purposes that was kept in mind in the compilation of the *Phonographic Amanuensis* was to include in the book only so much of phonography as may be considered essentially necessary to the student who is fitting himself to perform the ordinary duties of the commercial amanuensis. In accordance with this purpose certain refinements of the vowel system, which appear in the *Manual*, were dropped from the *Amanuensis*. These are (a) the "dissyllabic diphthong" signs given in paragraph 54 of the *Manual*, and (b) the special vowel-signs for the representation of foreign sounds given in Appendix C of the *Manual*. The dissyllabic diphthong signs are undoubtedly useful to the reporter, since they enable him to vocalize certain words (especially proper names) with great rapidity—and the saving of the smallest fraction of time is an important consideration to the reporter. The amanuensis, however, will get along very well writing each vowel separately, if need be, in accordance with paragraph 29 of the *Amanuensis*. The necessity for writing foreign words involving vowel sounds, not heard in English, very rarely confronts the amanuensis, and when it does, it may be met practically, either by a natural process of "anglicizing" such a word, or by writing it out in long-hand.

## HOW TO USE BOOKS PRINTED IN PHONOGRAPHY.

W. W. L.—There are several ways in which effective use can be made of the little books of general literature printed in phonographic character—such as Ouida's "Nürnberg Stove," now running through the *MAGAZINE*, and Aldrich's "Little Violinist," Andersen's "Ugly Duckling," and others that first appeared in phonographic form in its pages.

First—*As copying exercises.* Of course, it is the principal object of all shorthand instruction to enable the learner to write his own notes with perfect legibility, and to transcribe them accurately. But if the student, in pursuit of this object, is kept continually writing and reading only his own notes, he tends continually to drift away from any fixed standard of outline formation. He needs to see and imitate perfect models, or his notes will become more or less irregular and misformed, and his transcript will suffer correspondingly. As a means of preventing these results, a certain amount of correctly-printed phonography should be copied imitatively by the learner each day. The importance of this is recognized by all experienced teachers, and is enforced by David Wolfe Brown in his "Factors of Shorthand Speed" in the following words:

When the principles of the system and a reasonable number of word-signs have been learned, an important step in preparing for "speed practise" is to copy over and over again matter carefully written or printed for the student's use in the "reporting style," and when a page or two have become fully familiarized, to write the matter from dictation in exact conformity to the original and with as much rapidity as may be possible without writing illegibly. In thus copying from the shorthand original—not from ordinary

print or from the student's own notes—the eye, the hand, and the memory are simultaneously trained. The learner unconsciously imitates the symmetrical characters from which he copies. He also stores his memory with the best outlines for those common words and phrases which are to form a large proportion of his future writing. Thus he is in great measure relieved from tedious study of text-book lists of word-signs, phrases, and words of peculiar outlines. By writing from dictation at steadily-increasing speed the matter thus memorized, he acquires also a constantly-growing facility of hand, which cannot be cultivated by the slow methods of manipulation ordinarily indulged before "speed practise" begins.

Second—*As dictation exercises.* After the printed pages have been copied, as indicated in the foregoing paragraph, it is important that they be repeatedly written from dictation, as recommended by Mr. Brown. This is to establish the power of making phonographic notes that are, at one and the same time, accurately and rapidly written.

Third—*As reading exercises.* The foregoing methods of use have reference to the class-room, where they will naturally be put into execution. A certain amount of time, even though brief, should be set aside daily for such work to be done by those students who have finished the text-book. There is, however, another important use which may be made of these books, printed in phonography, by the student who desires to improve himself rapidly, and by every means available, and that is the *reading* of these stories to himself in phonography just as he would read a story in longhand. This will be done not necessarily in the schoolroom, but at odd times. There are many minutes every day which may be allowed to run to waste, or which may be used economically to further the student's progress. The important thing to the young pho-

nographer is that he live, for the time being, in an atmosphere surcharged with phonographic thoughts and ideas. To this end it is advised that the student carry one of these little books at all times in his pocket, and that whenever convenient he take it out and read the stories, line by line, and page by page. The key should not be carried about in this manner, but should be left at home, or in the school desk. If outlines are found, after all reasonable patient effort, to remain unreadable they should be marked with a pencil and the reading continued. At convenient intervals these marked outlines should be looked up in the key, and when their meaning is understood the outlines themselves should then be written and rewritten several times until they become thoroughly impressed on the mind. In this way the learner may help himself out of school hours, and very important help it will be. It is advisable that the teacher explain the advantages of this plan to the student and encourage him in this use of the books. It is, of course, not practicable for the teacher to follow up systematically the results of this work; the best he can do, perhaps, is to stimulate interest in it by establishing a reading-class in the school, in which, for a few minutes daily, the students shall read aloud, at first sight, from the printed phonographic pages. This class would afford opportunity for comment on difficult forms by the teacher. But out-of-school time would have to be relied on for the main benefits of reading practise. The attractive literary character of the reading-books themselves may be dwelled upon. The stories are interesting in themselves.

Fourth—*For continued self-im-*

*provement.*—There is a method of using these little books, with great advantage, that applies mainly to the period that follows the departure of the student from the school when he takes his first position. This is, of course, the most critical period in the life of the young phonographer—the time when he is thrown wholly on his own resources, away from the aid of his teacher. He is not as yet, in a full sense, a complete phonographer, any more than the young man who has just left the law or medical school is, then and there, an accomplished lawyer or physician. The final success of each, in his chosen field, will depend largely on his continued effort to improve himself. The practical work of the office has in itself a certain educational value to the young phonographer, but, on the other hand, it contains a danger. It tends to run into a rut, and to lead him away from the systematic grasp of phonography, which it has been the object of his school course to give him. If he fails to keep up a certain amount and kind of systematic practise after he leaves school, he is sure to deteriorate, and he may even very easily fail entirely, and fall out of the ranks of successful phonographers. It is obviously a part of the duty and good policy of the school and of the teacher to foresee this danger, and to provide the student with a means of avoiding it. One of the very best ways of doing this is by means of these very books printed in phonographic character. The way to use them for this purpose is to begin with the key. Let the matter be written in phonography from the printed key by the learner, who should do the work slowly, carefully, and thoughtfully, using

his best judgment in the building, and his best penmanship in the formation, of each and every word or phrase outline. When several pages of the key have been put into phonography in this way, the learner should then take the book printed in phonography and compare his own notes with the forms printed therein. Wherever they fail to correspond, the fact should be noted in pencil (it is by all means advisable that the original notes be written with a pen) the correct or perfect form being written side by side with the original faulty form. It is now desirable that the learner refer, at this point, to his text-book, and read and consider again the statement of rule or principle that governs the correct formation of the outline concerning which he has been at fault. Then, when the whole matter has been thus revised, it should be rewritten correctly in accordance with the pencil markings. A final and clinching operation would be to write the matter still again from dictation, having some one to read aloud the pages of the key for this purpose. Here is a method for continuous self-improvement of the young phonographer, after he has left school and is at work, that may be employed to an indefinite extent, and the entire list of the little books now in print in the phonographic character is not too long for such use. It would seem advisable that in the final stages of the student's work in the school, he should be required to do a certain (even though small) amount of work of this kind daily under the general supervision of the teacher—enough simply that he shall come to know the technic of the plan—and that he be admonished to keep it up systematically for continuous self-improvement after

he leaves the school. The proportion of successful graduates credited to the school, in the long run, will undoubtedly be considerably raised by such instruction and advice.

Fifth—*As transcription practise.* Many teachers of phonography, knowing the pedagogic wisdom of simplifying all new processes, have their students make their first attempts at typewritten transcripts of shorthand notes not from their own written notes but from printed phonographic characters.

#### DOTS AND DASHES.

A NEW LAW REPORTERS' ASSOCIATION IN INDIANA.—The Indiana Association of Court Reporters and Law Stenographers was organized at the Denison Hotel yesterday by about fifty representatives from over the state, and the following officers were elected: George A. Yopst, Wabash, President; M. H. Ormsby, Bluffton, Vice-president; and John C. Etzold, Huntington, Secretary and Treasurer; Miss Helen V. Stiles, of Peru, member of the Executive Committee. The meeting yesterday was the first of its kind, and it is expected that annual meetings will be held in the future at about this time in the year. The purpose of the organization is for the interchange of ideas helpful to the business, and for mutual protection. The state organization has now taken steps to become affiliated with the national organization. — *Indianapolis News*, Jan. 1.

BOOKKEEPING AND ACCOUNTING.—“Perhaps the easiest way of stating the difference between bookkeeping and accounting is to say that the

purpose of bookkeeping is to show debts, both those due by the owner of a business and those due to him, and the purpose of accounting is to show profits, losses, and valuations.” The approved methods of recording business transactions in books of account have long been taught in commercial schools, but it is only comparatively recently that the principles of accounting have been thought to be within the purview of the “business-college” course. That this broadened conception of the duty of the commercial school in fitting young men and women for business life is destined to prevail even more largely no one who has watched the trend of commercial education can doubt. Professor William Morse Cole, of Harvard University, in his “Accounts. Their Construction and Interpretation,” has produced a work that will appeal strongly to all broad-minded teachers of either bookkeeping or accountancy proper, whether used as a text-book for advanced students or resorted to as a well-spring of inspiration and as a means of study of principles by the teacher himself. The first part of the book is devoted to the principles of record bookkeeping. These are stated and illustrated somewhat briefly, no attempt being made to discuss or illustrate all even of the common forms of bookkeeping, nor are the shortest forms necessarily chosen, or even mentioned. Indeed, for the purposes of the book the longer and more old-fashioned forms often prove most serviceable to the aim of the author, which is not to show short cuts or bookkeeping-made-easy, but thorough discussion of principles, so that the student of the book shall be master of something better than rules of thumb and shall

be able to judge for himself what short cuts will serve his purpose. The second part is devoted wholly to the analytic side of accounting, and in its later chapters it undertakes to make general principles more concrete by applying them to the problems of different lines of business in which they may be best illustrated, though not entering into the technical details of any particular business. Those who seek a cyclopedia of bookkeeping forms and practise will have to look elsewhere than in this book, but he who is looking for a comprehensive statement of the principles governing the making of business records and a philosophic exposition of the analytic side of accounts will find it a library in itself. Houghton, Mifflin Company, Boston. \$2 net.

## SCHOOLS AND TEACHERS.

WEBER ACADEMY, of Ogden, Utah, has adopted Benn Pitman phonography, displacing Gregg shorthand.

BEDA MURK (certificated) is now principal of the shorthand department of Bethany College, Lindsborg, Kansas, having succeeded Marie E. E. Malmberg (certificated) in that position upon the marriage of the latter to C. O. Johns, of New Haven, Conn.

AMONG many schools that have recently introduced the Benn Pitman system are the following:

Marion High School, Marion, Ohio; Brandon College, Brandon, Man., Canada; Davidson Business College, Ironton, Ohio; Wyoming Seminary, Kingston, Pa.; St. Ann's School, Baltimore, Md.; State Normal School, Salem, Mass.; St. Michael's College, Santa Fe, New Mexico; Des Moines College Business School, Des Moines, Ia.; Western University of

Industries, Grand Junction, Colo.; St. Mary's School, Lansing, Mich.; Commercial-Normal College, Greenville, Ohio; Bugbee Commercial College, Stanstead, Canada; Burt Private School, Buffalo, N. Y.; Sacred Heart School, Columbus, Ohio; Simmons College, Boston, Mass.; Ohio Soldiers' & Sailors' Orphans' Home, Xenia, Ohio; Lewiston Public School, Lewiston, Maine; American Business College, New Orleans, La.; Portage Township High School, Crisman, Ind.; Florence High School, Florence, Ala.; Huntington High School, Shelton, Conn.; Derby Public Schools, Derby, Conn.; Sisters of Divine Providence, New Castle, Pa.; St. John's School, Worcester, Mass.; Sisters of Notre Dame, Lynn, Mass.

PEIRCE SCHOOL, Philadelphia, held its annual graduation exercises at the Academy of Music, Philadelphia, on the evening of December 28. It has long been a notable feature of these annual exercises that the principal addresses have been made by men of national reputation. In this respect the school continues to maintain its traditions. On the present occasion the presiding officer of the meeting was ex-Secretary of the Treasury Shaw. In introducing the principal speaker of the evening, William Jennings Bryan, Mr. Shaw said that while he did not agree with him on any economic question, he nevertheless admired him as a citizen. In addressing the graduating class, Mr. Bryan counseled the members thereof at their entrance upon business life (with the narrow definition often given to which he confest he had no sympathy) to avoid three temptations—first, speculation; second, monopoly; third, political corruption. Diplomas were presented to 192 students, representing six states, besides the District of Columbia, Mexico, Cuba, and Costa Rica.

Choose an author as you choose a friend.—*Roscommon*.

KEY TO BUSINESS LETTERS. (SEE PAGE 327.)

## MACHINE TOOLS.

I

Mr. E. W. Porson,

West Bay City, Mich.

Dear Sir:

We have your favor of the 20th inclosing copy of your inquiry to our Chicago office. We note that you wish a large hammer which could be used for chipping or riveting. In answer to your questions regarding the No. 5 Chipper and No. 50 Riveter, we would say that the riveting-hammer is several pounds heavier, an inch longer, and somewhat more powerful than the chipper. The nozzle is fitted to take a 7-8" round rivet-set while the chipping-hammer nozzle is fitted to take a 3-4" round shank on 7-8" octagon steel. The No. 50 Riveting-hammer would be more satisfactory on 5-8" rivets than the chipper, and we have in some cases sent out special chisels to be used with this hammer for heavy chipping; but we would call your attention to the fact that for chipping purposes the hammer would prove successful only on exceedingly heavy work. If you wish, we will gladly fit up one of our No. 50 Riveters as here described, and send it to your works for trial purposes, with the understanding that it may be returned to us if it does not prove satisfactory. We would suggest that you advise us as to the class of work you are doing, and on which you expect to use a hammer, in order that we may consider the advisability of using a riveting-hammer on it.

Thanking you for your inquiry, we are,

Yours truly,

2

Mr. E. M. Whittier, Secretary,

Strutt Engineering Works,

Stillwater, Minn.

Dear Sir:

We have your favor of the 24th, asking for detailed information in regard to our long-stroke hammer. We are inclosing our latest pamphlet descriptive of these machines, and we trust the information contained therein will be sufficient. We note that you expect to use the machine as a chipping-hammer for cutting into long ports of your Corliss engine valve-seats. We are much afraid that this hammer, although long enough for the work, will strike too hard a blow, so that it will be impossible to do accurate chipping. From your letter we judge that in chipping Corliss valve-seats, you have to do very fine work. The nine-inch hammer has power sufficient to drive a 1-1/4" rivet; so you will realize the blow it must strike. Would one of our five-inch chipping-hammers be long enough to do your work, providing you used a long chisel? This strikes a powerful blow; but if a chisel of about eighteen inches in length were used, so much of the blow would be absorbed that you would probably be able to do delicate work. If you will give us more definite information as to just what class of work you expect from the machine, we may be in a position to advise you of some device that will help you out.

Awaiting with interest your further commands, we are

Yours very truly, 

## BUSINESS LETTERS.

3

Mr. F. W. Ames, Jr., Purchasing Agent,  
Falmouth Elevator Co.,  
Mankato, Minn.

Dear Sir:

We have your favor of the 10th, authorizing us to ship one No. 4 Dahlgren Chipping-hammer to your plant at Faust Street for trial purposes, and we will give this our immediate attention.

You do not state whether you desire hexagon or round nozzle, but we will ship the tool with a hexagon nozzle and chisel-blanks, as this is much more convenient for chipping purposes. The No. 4 Hammer will be sent forward immediately by express to 1081 Vicksburg Avenue in accordance with your request.

Regarding the No. 5 Wood-boring Machine, we would say that this is indeed strong enough to drill half-inch iron. The No. 5 is equipt with a No. 2 Morse Taper Socket, as well as with the wood-boring chuck, and it can be used for 7-8" holes in iron or steel. If you are looking for a machine to drill half-inch holes, we would recommend our No. 3 Drill which is much lighter and yet sufficiently powerful for half-inch or 5-8" work. Moreover, the No. 3 runs at a higher speed than the No. 5, and will turn out light work much more quickly. If you are in the market for a tool for this light work, we will gladly send you either the No. 3 or the No. 5 for trial purposes under the same conditions as those on which we are sending the chipping-hammer.

Thanking you for your interest in our machines, and awaiting your further remarks on the drill question, we beg leave to remain

Yours very truly,

4

The Alter Machine Tool Co.,  
Natchez, Miss.

Gentlemen:

While at Hannibal last week the writer had several suggestions made to him that look good. They are as follows:

The inside toggles of our drills wear very rapidly, and, as you know, we have had a number of complaints about our toggles wearing out. The tool men at Hannibal believe that this is due to our using only one large oil-hole in the toggle, instead of using two--one on each side. Two smaller holes would supply oil more evenly and would not weaken the toggle as much as the large hole we are now using.

If you will notice our new throttle-handles you will see that the distance from the end of the sleeve to the lower end of the slot that operates the valve, is very short--about an eighth of an inch--and that when unusual pressure is applied to the sleeve, to open or close the valve, this part of the sleeve breaks out. Now the throttle-handle continues at the same diameter over half an inch inside of the sleeve, so we can see no reason why the sleeve should not be made about a quarter of an inch longer, thus allowing about 3-8 of an inch between the sleeve and the slot.

Another suggestion concerning the throttle: It seems that the plug that takes the hose-nipple can be easily removed by mistake in taking the drill from the hose, and when this happens the throttle-valve and the spring fall out of the handle. The people in Hannibal have had three or four cases of this, unnoticed by the operator, the tool coming in without these parts. The tool-foreman suggests that we screw in a perforated washer just ahead of this plug, similar to the threaded washer that we use on the top of our Corliss valves. Then if the plug were removed by mistake, the valve and spring would remain in the machine. We realize that this last trouble is due to carelessness, but it will do no harm to have this suggestion before the works, in case they receive further complaints.

Yours very truly,

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5

Messrs. Province W. Sweet &amp; Sons,

New York, N. Y.

Gentlemen:

Late last evening we shipt Sedalia direct the Thompson Scaling-machine, as per our earlier correspondence. We are sending Sedalia a copy of this letter direct which they should receive about the same time as they receive the tool, and we hope both of you will give the machine your early attention and let us hear from you as soon as convenient as to what will be done with it.

We would call your attention to the sample, to the fact that this is motor driven, and to the further fact that this motor is not sufficiently powerful to show the machine to its best advantage. It is merely to demonstrate the operation. An air-drill mounted on the frame would be much more powerful. We shipt a brass plate which Mr. Thompson had used on his machine instead of the gear-case when his tool was fitted up with a Concord No. 3 Drill. We also shipt the gear with its protective hub for the crank-shaft. In mounting the air-tool, you will find it necessary to put, on the side, a third sprocket-wheel to hold the chain away from the frame. There is a hole for the shaft of this sprocket already in the frame. Mr. Thompson advises us of his belief that for practical work the hammers on the machine will have to be thicker and heavier, but no longer. Of course, these should be tempered, as well as the shafts which carry them.

We are inclosing a copy of Mr. Thompson's application for patent, which shows five of his claims. In his patent he actually got seven. You can look this over while waiting for the copy of the patent which we trust you have already sent for. Please be sure to return this copy to this office.

Yours very truly,

6

Messrs. R. B. Quigley &amp; Co.,

Kearney, N. J.

Gentlemen:

## PISTON AND CONNECTING-ROD OF CONCORD DRILLS.

In looking over repair parts for Concord machines in these shops, to-day, I find that they are sending out a solid piston with a connecting-rod rolled into it. They have not strengthened their piston-rods, and they claim that this is an improvement over their old-style pistons--that is, a solid nut with ball-bearing to fit ball-socket on connecting-rod that they screwed in piston. You know that this was a complete failure, as it was almost impossible to keep the nut from working loose in the piston. I was surprised to find that they have not strengthened their connecting-rod, which is one of the weak points in the Concord machines. If it should break they would have to throw away the whole piston. This is certainly a good talking-point for the other people.

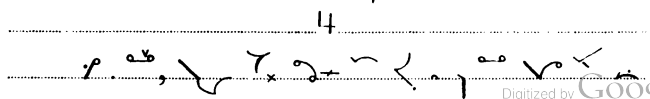
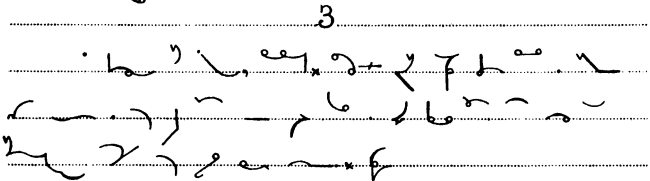
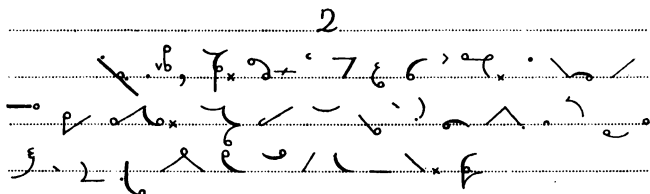
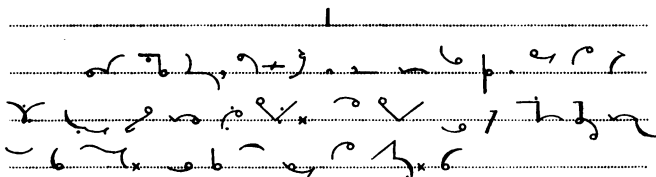
Yours truly,

## LEARNER'S DEPARTMENT.

[Under this head will appear from month to month matter suitable for the reading and writing practise of learners of Phonography who have not yet completed the text-book, and who are not therefore acquainted with the entire system. Each exercise will be so arranged, however, that the learner who has mastered the text-book up to a designated lesson will be fully able correctly to read and write the entire exercise by the use of such knowledge of the system as he has acquired up to that point.—ED.]

### Little Letters.

[To follow Lesson XXII of *The Phonographic Amanuensis*.]



— v' 2. 6 — 3 r { 1 7. 3 w  
 the m. 2. 6

5

6 6', 2 3 2 + 3 1. 2 1 2 2 2 2  
 2. 6 6 2 1 2 2 2, m. 1. 2 2, 2  
 2. 6

b.

2. 2, 2 2 2 + 2 2 2 2 2 2  
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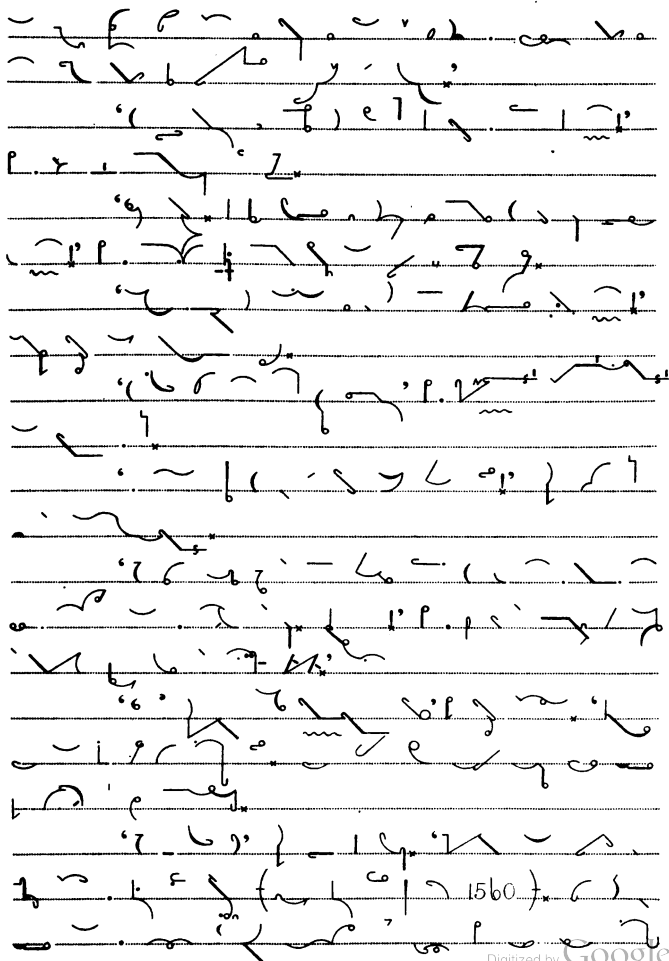
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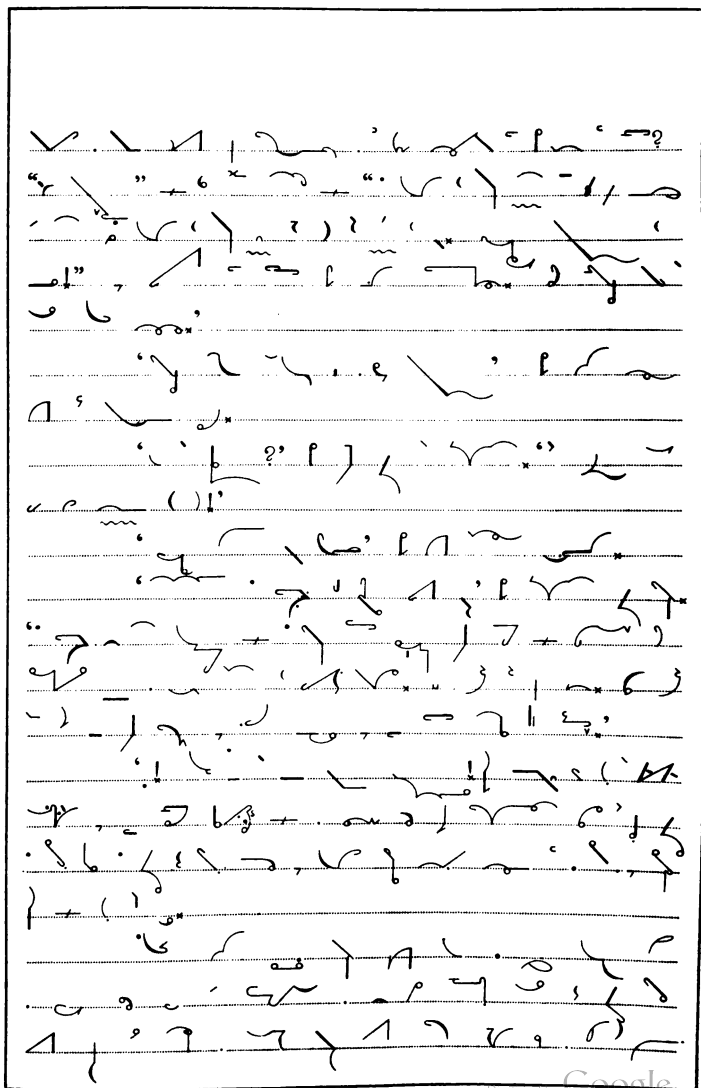
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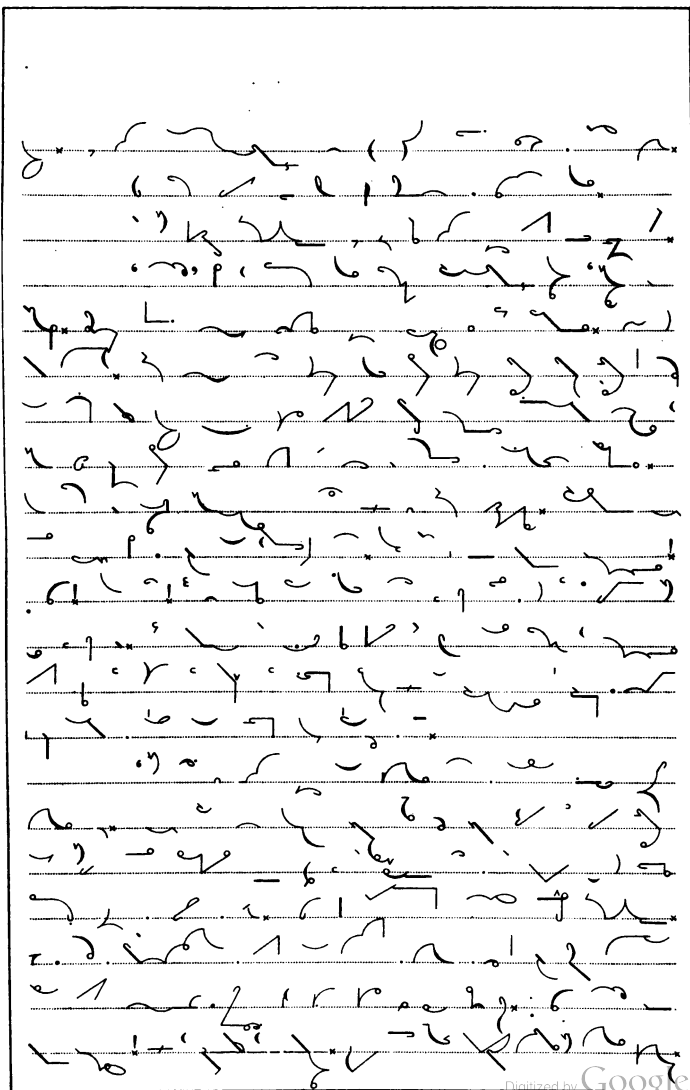
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[In the Amanuensis Style.]

## THE NÜRNBERG STOVE.—Continued.

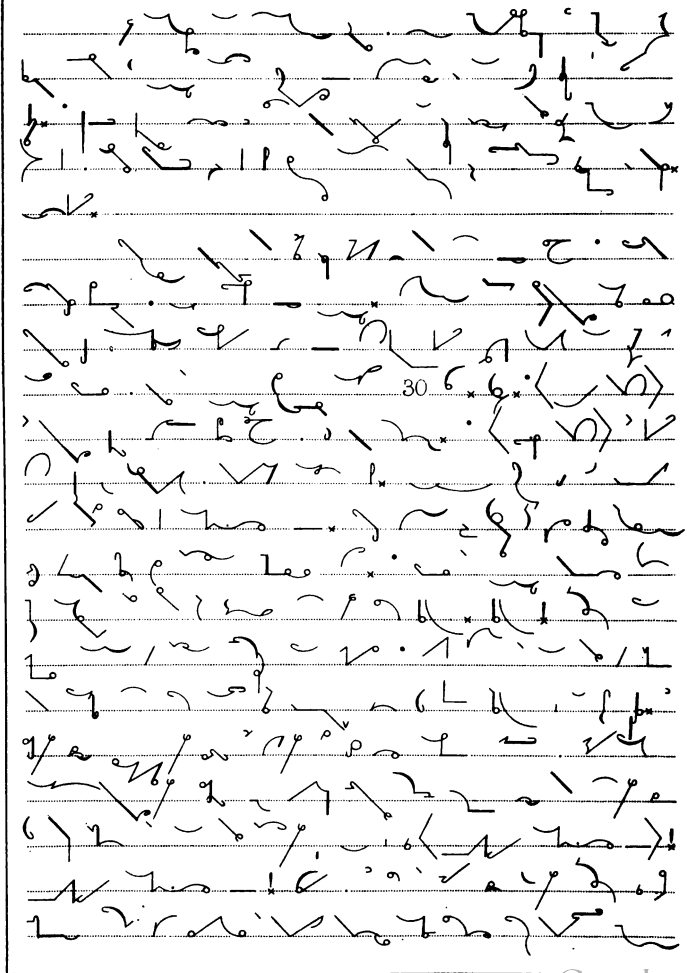


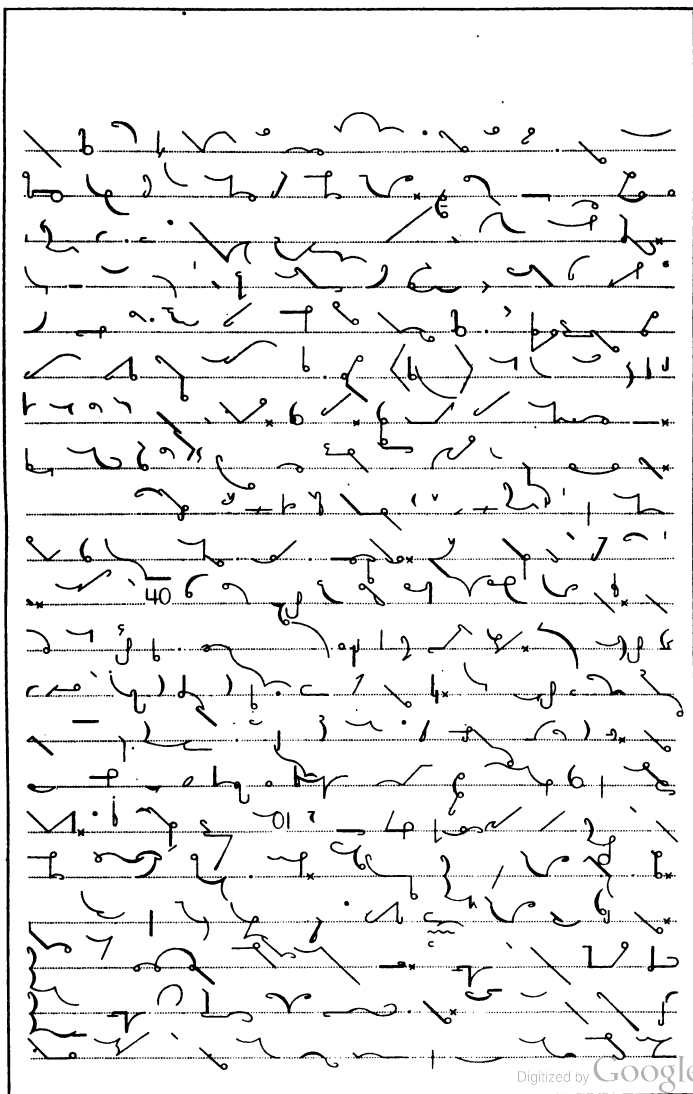




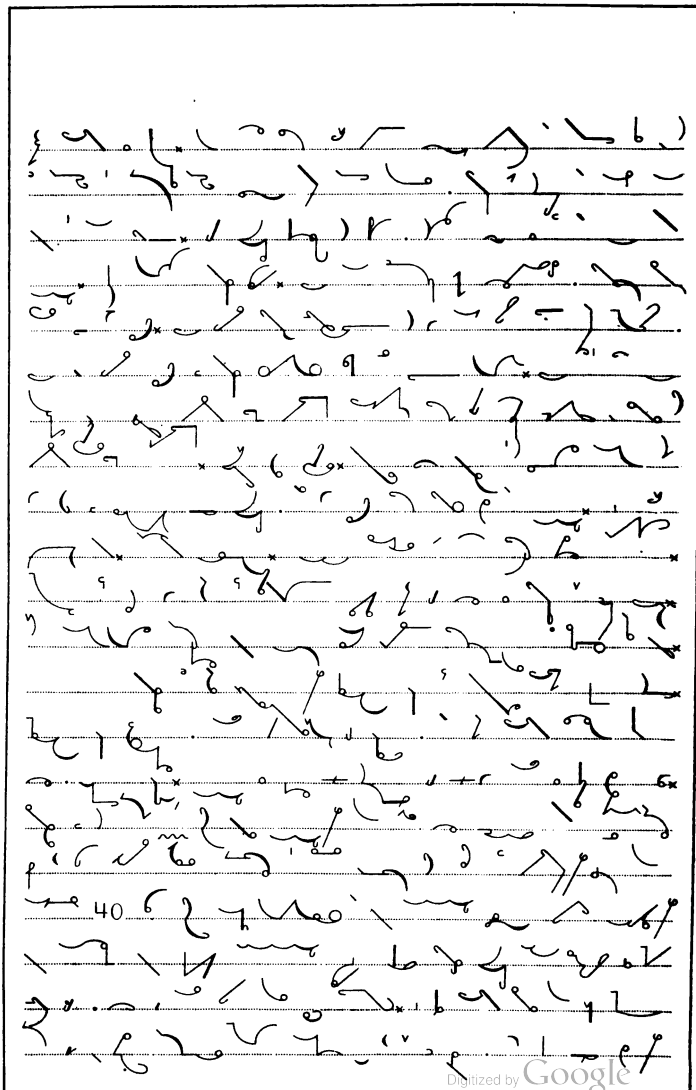
[In the Reporting Style.]

## WEBSTER'S REPLY TO HAYNE.—Continued.











# WANTED--A RIDER AGENT IN EACH TOWN

sample Latest Model "Ranger" bicycle furnished by us. Our agents everywhere are making money fast. *Write for full particulars and special offer at once.*

**NO MONEY REQUIRED** until you receive and approve of your bicycle. We ship to anyone, anywhere in the U. S. *without a cent deposit in advance, prepay freight, and allow TEN DAYS' FREE TRIAL* during which time you may ride the bicycle and put it to any test you wish. If you are then not perfectly satisfied or do not wish to keep the bicycle ship it back to us at our expense and *you will not be out one cent.*

**FACTORY PRICES** We furnish the highest grade bicycles it is possible to make at one small profit above actual factory cost. You save \$10 to \$25 middlemen's profits by buying direct of us and have the manufacturer's guarantee behind your bicycle. **DO NOT BUY** a bicycle or a pair of tires from anyone at any price until you receive our catalogues and learn our unheard of factory prices and remarkable special offers to rider agents.

**YOU WILL BE ASTONISHED** when you receive our beautiful catalogue and study our superb models at the *amazingly low prices* we can make you this year. We sell the highest grade bicycles for less money than any other factory. We are satisfied with \$1.00 profit above factory cost.

**BICYCLE DEALERS**, you can sell our bicycles under your own name plate at double our prices. Orders filled the day received.

**SECOND HAND BICYCLES.** We do not regularly handle second hand bicycles, but usually have a number on hand taken in trade by our Chicago retail stores. These we clear out promptly at prices ranging from \$3 to \$8 or \$10. Descriptive bargain lists mailed free.

**COASTER-BRAKES,** single wheels, imported roller chains and pedals, parts, repairs and equipment of all kinds at half the usual retail prices.

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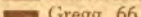



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	Benn Pitman, 796 writers, 50.4 %.
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# THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

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For stenographer the subjects and relative weights on a scale of 100 are: stenography, 70; copying from rough draft, 10; penmanship, 5; letter-writing, 10; arithmetic, 5.

For typewriter the subjects and weights are: copying from rough draft, 20; copying and spacing, 30; copying from plain copy, 20; penmanship, 10; letter-writing, 10; arithmetic, 10.

If a competitor fails to attain a rating of 70 on the stenographic exercise, or the typewriting exercises, in the respective examinations, the remaining subjects will not be rated.

In the examination for stenographer and typewriter combined, for which most persons apply, and which seems to offer the best opportunity for appointment, the subjects are as given above; the stenography average is given a weight of 2, and the typewriting average a weight of 1, and by the rating thus attained the general average for stenographer and typewriter is determined.

The "passing" general average is 70 per cent or over; but for the Philippine Service it is 75 per cent.

As to the different subjects themselves, to treat them in order, the shorthand exercise—the most important—being taken up last, the requirements are set forth as follows:

For the rough draft exercise, to be done on the typewriter, except when stenography alone is taken, the competitor is given a typewritten letter, with corrections, additions, and changes, and is to make a fair copy such as would be desired for use, with all corrections and interpolations properly included.

Accuracy counts 3 points and speed 2 points on the typewriting subjects. Some of the errors for which deductions are made in rating these sheets are shown in the instructions of the commission: errors in orthography, transposition of letters, words, or figures, irregularity in margins or spacing, crowding of words or letters, erasures, and lack of neatness.

The copying and spacing exercise is a tabulated statement to be reproduced accurately in every particular, including punctuation and other marks, and spaces between words, figures, and lines. The exercise sheet is a lithograph from typewritten original.

In copying from plain copy, an exercise of 450 words is to be written with due care as to spelling, capitalizing, punctuating as in printed copy given.

The practical test in stenography

consists of one exercise of 250 words selected from a speech or some subject containing no technical matter. The dictations are given to all competitors together. A preliminary exercise is given at the rate of 80 words per minute, to familiarize the competitors with the examiner's manner of dictation, but this is not transcribed. The regular exercises will then be dictated at different rates of speed, as follows: 80 words, 100 words, 120 words, and 140 words per minute. The matter dictated is different for each exercise. All competitors will be required to take and transcribe the dictation at 80 words per minute, but will also be permitted to take any or all of the remaining dictations at the higher rates of speed. At the conclusion of the dictation the competitors will be allowed ten minutes in which to select any one of the remaining exercises which they may wish to transcribe. The notes of all the tests not to be transcribed will be taken up by the examiner and will not be considered in the rating. The transcript of the notes may be made either with the typewriter or in longhand. Not to exceed one hour will be allowed in making the transcripts. Competitors who take the 80-word dictation and also transcribe one of the dictations at a higher rate will, in determining the ratings on the stenography test, be given the mark on the exercise in which they have attained the higher percentage on speed and accuracy combined, and the other exercise will not be considered. Speed and accuracy are given equal weights in the rating, the ratings for speed for the different rates of dictation being as follows: 80 words per minute, 70 per cent in speed; 100 words per minute, 80

per cent in speed; 120 words per minute, 90 per cent in speed; 140 words per minute, 100 per cent in speed. The rating for accuracy is determined by the correctness of the transcript.

In rating the transcript of the dictation, deductions are made for words omitted, added, substituted, misspelled, or repeated, for wrong use of singulars and plurals, for transpositions, improper division of words, and failure to use hyphen. interlineations, erasures, and lack of neatness.

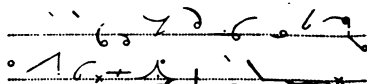
Accuracy and speed are evenly weighted.

Penmanship is marked on the letter-writing exercise. The letter is required to be not less than 150 words in length and upon one of two subjects given.

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A notice of average attained will be sent to each competitor as soon as the papers are rated, whether he passes or fails. Those who fail are at liberty to file papers for any succeeding examination, without prejudice on account of such failure. Many persons take the examination the second time, feeling the first experience as of assistance in further tests.

Those passing with 70 per cent or over are placed on the eligible registers in order of their general averages. The period of eligibility is one year from the entering of name on the register.



## SOME POINTS ABOUT INDEXING.

BY ISAAC MOTES, KANSAS CITY, MO.

Nothing indicates the skillful, accurate stenographer more unerringly than the care he takes in indexing his letter-book. In indexing, the main point is to make it easy for your employer to find anything he wants in the book. If you write to "John Smith, Purchasing Agent, B. & O. Railway Co.," index this letter in the name of "John Smith," under "S," and also under "B"—the Baltimore & Ohio Railway Co. Then, if you can not remember the name of the purchasing agent, you can at least remember that he worked for the B. & O., and thus find the letter easily. The same applies to officers of banks and all other commercial firms. If you write to "H. W. Good, President Farmers' National Bank," index this letter under the name of "Good" and of the "Farmers' National Bank." This takes up very little time, and may save your employer much valuable time.

Put a check mark on every page of your letter book as soon as you index the letter on that page, to show that it has been indexed.

When you write many letters to one man or one firm, note on the page where the first letter is copied the number of the page on which the second occurs, also on letter number two the page on which the first one occurs; and if you write him a third, indicate on the second the page on which both the first and third occur—and so on to the end of the book. Thus, if you have copied letters to "John Smith" on pages 100, 200 and 500 of your letter-book, write the figures "200" on page 100, where the first letter occurs, then write "100" and "500" on

page 200; and so on, so that if your employer is looking for a certain important letter to John Smith, he will have to turn to the index only once when he begins looking for the letter. This is of much importance to the hurried business man in a large office where time is precious.

All names and initials should be written accurately in your index. Where the copying has been bad, and the name or initials are consequently indistinct, it would be better to look up the correspondence in the files rather than to risk making a mistake. If you make a mistake in the first letter of a man's name, and index it under the wrong letter, it is very difficult to find it in your copying-book. Then, care should be exercised to get the name in its proper column under the proper index-letter. Most indexes have at least two pages, of three columns each, to each letter in the alphabet. For instance, under H, on the first page there will be three columns, one for A, one for E, and one for I, and on the second page a column for O, one for U, and one for Y. The first letter of the name of course indicates the page on which it belongs, but the first vowel in the name after the initial letter indicates which column it should go in. Thus, the name "Olds" would go under O, in the fourth column, or the first column on the second page under O, there being no other vowel in the name. But the name "Otis" belongs in column 3 (I)—the last column on the first page under O—because the "i" is the first vowel in the name after the initial letter. The name "Owen" would go in Column 2 (E), on the first page under O, and so on. The name "Armstrong" would go under the letter A, of course, but not in the A column, the first on the first page, but in the O column, the first

on the second page, because the "o" is the first vowel in the name after the initial one. The names of railroads, when long, may be abbreviated by using only their initials, but the column in which the initials should be placed is determined by the full spelling of the name. Thus, the Kansas City Southern Railway may be abbreviated to K. C. S. Ry. in the index, but these initials should be placed in Column 1 (A).

### PROBLEMS TO BE SOLVED BY THE SHORTHAND TEACHER.

BY ERMINIE A. WILLIAMS, EAGAN  
SCHOOL OF BUSINESS, HACKEN-  
SACK, N. J.

One of the very hardest problems the shorthand teacher has to solve is not how to impart a knowledge of the principles of shorthand within a given time, but how to round out and strengthen the many weak points in the general knowledge of the student.

This problem does not confront the shorthand teacher in the high school, for there the pupil is compelled to take the required number of studies and to remain in the school until the work is completed to the satisfaction of the school authorities.

But this is not the case in the business school. There the parents counsel the teacher not to compel Johnny or Mary to take up the study of English grammar, spelling, etc., as they can not afford to send the child more than a few months at most, and they wish the whole time to be given to the study of shorthand and typewriting. Yet these same parents feel very much aggrieved if Johnny is not graduated with honors along with other pupils who may have had the ad-

vantages of a thorough training in English grammar, etc., though Johnny was taken from the grammar school before he had even learned the merest rudiments of correct word-usage.

In order to meet the needs of the pupil, as well as the demands of the parents, the shorthand teacher is obliged to introduce a variety of work into the shorthand class. She questions the pupils as to their knowledge of the meaning of the words given in the exercises, asking them to give sentences to illustrate the meaning and use. She also makes a list of misused words, such as *formerly* for *formally*; *principle* for *principal*; *accept* for *except*, etc., and gives frequent drill upon their proper use and the rules of grammar governing them.

From time to time exercises are given upon composing business letters to local firms, the letters being actually mailed in some instances; the writing of telegrams; answering advertisements in the daily papers, etc., the teacher being very sure to point out every point at which there is a chance for improvement in style, wording or arrangement.

Much useful knowledge may also be imparted to the student in the dictation-class by selecting exercises containing words with which the pupil may not be familiar, and asking him to make a list of such words to be looked up in the dictionary and explained in class the following day. The vocabulary of the pupil is enlarged wonderfully in a very short time by this method.

Business school proprietors (through a fear of making the cost of the school supplies too great) often confine the whole course of shorthand instruction to the mere text-book. This makes it very hard for the shorthand teacher to achieve

good results. Students should be urged to subscribe for some good phonographic magazine; shorthand readers and books of business letters printed in shorthand should be supplied by the school to supplement the work of the text-book. The greatest difficulty with every pupil is to read shorthand notes readily. Daily practise in reading from the correctly-printed forms causes them to become photographt upon the learner's brain, and thus both the reading and writing of his notes becomes a much easier task.

## A LIFE OF ISMS.

It is doubtful if in four hundred pages any man's life-story has been written which deals with more "isms" than that of Isaac Pitman, who was knighted by the queen for his inventions in stenography. He was a life-long vegetarian; even at a great banquet given in his honor in his later years he confined himself to the severely restricted diet to which he had in youth become committed. Not content with being a teetotaler, as his father had been, and active in the temperance movement, he conceived a violent aversion to tobacco, and was intolerant of its use by others. He was an active member of the Anti-Vivisection Society, prominent in opposition to vaccination, and he aimed not only to correct English orthography by a very radical system of phonetic spelling, but to reform the reckoning by substituting for our present decimal system one based on 12. Under it 4.7 would mean 55. Mr. Pitman invented characters for the two additional figures, just as he devised grotesque-looking signs for the greatly enlarged alphabet which he proposed for the reformed spelling.

The eighty-four years of his life seem to have been devoted to the pursuit of new things. To them he lent a very ready ear, if indeed he did not personally devise them. He revolutionized the shorthand practise of the world. Most of the modern systems are built upon his foundation. But he evidently greatly overestimated the part which shorthand would play as a means of communication between individuals. It amounts to little in that way to-day. The writer who can read his own notes is usually content without expecting any one else to whom these might be sent to unravel them very rapidly. Isaac Pitman early in life became a Swedenborgian, and on that account deprived himself of a teacher's position, an episode that turned his attention toward the work in which he eventually became famous. His removal to Bath was in large part due to the existence there of a well-established society of Swedenborgian believers. In the days before the American Civil War he identified himself actively with the Abolitionist cause here. He was one of the early cremationists of England and arranged that his remains should be thus disposed of. He and his father had been pioneers in promoting free public libraries. He was actively interested in the cause of peace. In fine, his newly published biography by Alfred Baker affords a catalog of the reform projects of the century with which his life was nearly coterminous. It is to be regretted that this volume makes so little reference to his younger Brother, Benn, who founded the Phonographic Institute at Cincinnati, which became the seat of the American propaganda of this art, under a slightly different arrangement of dots and dashes

from that of Isaac.—*Boston Transcript* (Editorial).

[When Benn Pitman founded the Phonographic Institute there was no difference between him and Isaac Pitman in the arrangement of the dots and dashes. The differences that afterwards arose between English and American Phonography were of Isaac Pitman's making—and he lived to regret most of them.—ED. PHON. MAG.]

### SPENCER'S TEACHING APPLIED TO TYPEWRITING.

BY J. E. FULLER (CERTIFICATED TEACHER), GOLDEY COLLEGE, WILMINGTON, DELAWARE.

In defense of a plan of instruction in typewriting which trains the stronger fingers first, "some teachers have recently misconstrued Herbert Spencer's dictum, which runs to the effect that education should begin with that which is simple and proceed to the complex. Their principal argument is that, as it is easier—hence, "simpler"—for the beginner to use his first and second fingers than the others, he should start with these nimbler fingers and then proceed gradually with the training and use of the third and fourth. But a moment's thought should show any one that this is a misapplication of Spencer's teaching, which manifestly applies to mental, not physical, training.

It would be quite proper to attempt to prove by the Spencerian principle that it is wrong from a pedagogical standpoint to present the whole keyboard in one lesson. To give so many keys at once would be confusing and burdensome to the mind. It might even be argued that only a limited num-

ber of new movements or strokes should be required of a certain finger in any one lesson, since the multiplication of new functions would cause unnecessary confusion and hesitation. Spencer taught that each difficulty should be divided into as many parts as possible, and that each part should then be mastered separately; but he said nothing which could be rightly construed as bearing upon a mere question of finger gymnastics, which is all that is involved in the present question.

It is not more difficult for the beginner to *think* how to strike a blow with the *third* and *fourth* fingers than with the first and second; nor is such a blow delivered by the third or fourth fingers more complex in its nature than one from the index finger. The difficulty in striking a proper blow with the fourth finger lies not in any involved or complicated process, either mental or manual, but is simply a matter of strengthening certain muscles and controlling muscular or motor impulses. It is evident, then, that the pedagogical argument is exploded.

Another argument in favor of postponing the training of the weaker fingers is that it encourages the student to find that he can readily operate the machine, doing real typewriting, with the first and second fingers; that he gets a good start with these before he is forced to undertake the difficult and somewhat discouraging task of training the weaker fingers. No one will deny that the training of the third and fourth fingers is discouraging to some learners; but the majority of teachers will, I believe, agree that it is not difficult to show the discouraged beginner that the inequality of his fingers at the start

is due to the simple fact that the third and fourth have never been trained to act singly or independently. He will readily see that the most important work during the early days of his course is to develop those weak and hitherto idle members. And if the beginner would be discouraged by such inequalities at the start, *would it help matters to proceed at once to make these inequalities worse by giving the stronger fingers a start in the race, thus increasing the handicap under which the weaker fingers already labor?* The natural result of such a course would be to tempt the student to continue writing with those fingers which he could use easily, and not take the trouble to train the weaker ones at all. If any fingers are to wait upon the training of others, would it not be more reasonable to start with the weaker ones?

The rational way is to start with all the fingers at once, taking the difficulties as a matter of course, neither parading nor hiding them, assuming that the student is not a mollusk but a vertebrate, willing to do the necessary work. The ease with which the stronger fingers do their work will be a constant source of encouragement, showing what may be expected of the weaker ones when they too shall have been developed. Let the student proceed at once to acquire uniformity of strength and control in all his fingers. Let him have fingering exercises alternating with words, phrases, and sentences. In this way his gymnastic training will be stripped of its monotony and irksomeness by his consciousness of progress in the art of typewriting *per se*.

## THE SALEM EXPERIMENT.

BY ARTHUR J. MEREDITH, DIRECTOR  
OF THE COMMERCIAL DEPARTMENT,  
STATE NORMAL SCHOOL,  
SALEM, MASSACHUSETTS.

The introduction of a course in the State Normal School at Salem, Mass., for the training of commercial teachers for the high schools, is an experiment in education which has attracted no little attention from teachers, superintendents, and others interested in school matters.

No other school in the country has planned a course of this kind on so elaborate a scale. The aims of the course are three, namely, to give the students technical, cultural, and pedagogical training. Under the technical is included the group of studies generally forming the subject-matter of the commercial high-school course, bookkeeping, stenography, commercial arithmetic, typewriting and kindred subjects. For general knowledge and culture, courses in English, economics, commercial law, commercial geography, history of commerce, and the like are provided. A thorough course in psychology, pedagogy, methods of teaching, and practise teaching completes the tentative program.

The commonwealth of Massachusetts has been at considerable expense in equipping the department. Rooms for business practise, typewriting, and stenography have been thoroughly furnished with best modern office apparatus such as desks, bank, filing cabinets, adding machines, neostyles, letterpresses, several makes of typewriters, and all other practical devices. A commercial library, including a great number of maga-



zines, pamphlets, and works on industrial and social organization, trades, arts, crafts, and business activities, is in process of rapid collection. An extensive museum also contributes to the excellence of the equipment.

The course, which is outlined in some detail in the Normal School catalog, is designed to attract the more mature student, as only such a person, when graduated, will be able to deal with the high-school situation. As there is a constant and inadequately-supplied demand for commercial teachers, the placing of the graduates seems likely to be an encouraging feature of the work.

The year's experience in conducting the school will doubtless lead to a number of important changes in the curriculum, but such changes will be made slowly and only in response to a real need.

The Benn Pitman system of stenography is taught to all beginners, but classes in methods of teaching several other systems are also conducted.

### A VISIT TO A LONDON COMMERCIAL COLLEGE.

BY GEORGE SHANKLAND WALWORTH,  
NEW YORK, N. Y.

Last summer, while riding atop a 'bus on Fleet street, London, I saw at the corner of Chancery Lane, on the walls of a building, large gold letters, reading CLARK'S CIVIL SERVICE AND COMMERCIAL COLLEGE. My curiosity was aroused and I descended from the 'bus to see what an Englishman was accomplishing with an American idea in education. The building was of stone, about fifty by one hundred feet, and the college occupied the three floors above the shops. There

was no elevator (I suppose I should say "lift"), and so I climbed to find the office at the head of the first flight of dingy stairs. The room was meanly furnished and needed the decorators badly. It reminded me of the office of a second-class American hotel, for across one end was a counter holding a large open book, and at one side a cage in which a young woman was working. When I approached the counter the young woman came to me and said, deferentially, that Mr. Clark was not in, but that she would hunt up the manager, who would show me through the institution. During her absence I read in a circular lying near me the most glowing notices of the institution from the press of England, which further increased my curiosity and interest. Here are two of them:

"The *Daily Mail* says: 'Not only does Clark's College rank first in this country, but even in the wider sphere of the two hemispheres it has no superior, perhaps no equal.'

"The *Daily Mirror* says: 'Mr. Clark is the greatest living expert in practical training for remunerative employment.'"

The manager, a rather small man with a serious manner, took me from schoolroom to schoolroom and courteously answered my questions. The students all seemed to be about the same age—that is between sixteen and eighteen—and almost all of them had rosy cheeks. The girls' heads looked small, due, I determined, to the entire absence of the pompadour and the marcel wave, their hair being held back loosely by a ribbon or comb, or braided down the back—a much more appropriate and pleasing style than that now in vogue in the States. The boys looked serious,

as if they were never bad, and their hair was uniformly parted at the side.

In America a desk seats one, or perhaps two; in this school the desk was a continuous piece of furniture that stretcht clear across the room, as was also the bench without a back. Some of the rooms were crowded, and in them, because of poor ventilation, the air was very bad. Others were only comfortably filled, and the students spread out so that they had plenty of room for their books and papers. I was puzzled at first at this plan of continuous desks and seats, and then the thought occurred to me that it workt out like the side seats in a street-car, where room could generally be found for *one more*.

In the typewriting room I observed only machines with a double keyboard, of an American make, but the manager told me they had some of the shift-key pattern.

At first the manager said little except to answer my questions, but when we returned to the office he warmed up and volunteered some information about the aims and achievements of the college.

"Clark College was founded by George E. Clark twenty-eight years ago," he said, "and it has steadily grown in size and efficiency. It now has six branches in the suburbs, and has in attendance about three thousand students. The buildings are open daily for lessons from nine a. m. to nine p. m., separate departments are provided for ladies, and individual instruction or instruction by post is offered in all the subjects.

"We provide a junior and a senior business course for boys, each extending over a period of twelve or eighteen months. The junior

course embraces English (including penmanship and composition), commercial arithmetic (including the metric system and mental), business routine, bookkeeping, shorthand, French, commercial geography and typewriting if required. The senior course embraces commercial correspondence, commercial arithmetic, machinery of business, French, German, English, bookkeeping, and accountancy, commercial geography, shorthand, and commercial and industrial law. In addition to these subjects other subjects may be added as required, and students are made conversant with the business principles of the profession they intend to enter. The cost of the junior course for eighteen months is £18 18s. (\$94.50); the cost of the senior course for eighteen months is £30 (\$150). The girls' business courses are not so broad and do not contain commercial geography, German, commercial and industrial law, and accountancy; the cost is also less.

"The students are encouraged to obtain the valuable certificates granted by the Chamber of Commerce and the Society of Arts, which are recognized by all commercial houses. In the examinations given by these two associations in 1907 Clark's College students gained 1,081 successes, being 435 more than any other school or college in the whole of the United Kingdom. Our students also are the most successful in the Civil Service examinations for the Post-office and other government offices.

"We undertake to provide a good appointment in a business house for every student on attaining proficiency in any course which includes shorthand, typewriting or bookkeeping. So great is the de-

mand that we are unable to fill all the places offered. In addition to the regular work, Mr. Clark publishes twenty-four books that are especially suitable for candidates for all Civil Service examinations.

"At the Olympia Business Exhibition, Clark's College secured the following honors: (1) World's championship for shorthand and typewriting, first prize; (2) world's championship for typewriting, second prize; (3) students' contest for typewriting, second prize; (4) world's record for rapid shorthand teaching. At the teaching exhibition six candidates who had no knowledge of shorthand were selected from the students of Clark's College by the *Daily Mirror*, and they attended from 10 a. m. to 10 p. m. during nine days. At the examination conducted by representatives from the Chamber of Commerce and the *Daily Mirror*, in the presence of the public and representatives of the press, one contestant wrote at 45 words a minute, another at 50, three at 60, and one at 90, who received the gold medal offered by Mr. Clark."

Up to this time I had said nothing of the business schools of the United States, and I felt that I ought to say something startling, or at least impressive, but after what I had heard I felt powerless. The best I could do was to shake the manager by the hand, thank him, and invite him to come over and view our "sky-scrappers."

#### SIXTH ANNUAL CONVENTION OF THE CONNECTICUT BUSINESS EDUCATORS' ASSOCIATION.

The Connecticut Business Educators' Association met in annual convention in New London on Feb-

ruary 20. The convention was presided over by N. B. Stone, of the Yale Business College, New Haven, and there was an attendance of about seventy-five members. The association met in the rooms of the New London Business College as the guest of R. A. Brubeck, president of that institution. Morning and afternoon sessions were held.

The annual address of President Stone was a plea for ever higher standards of commercial education. As industry progresses by adoption of new ideas and new methods, so, he declared, must the commercial school advance. That the business college has, in general, kept abreast of its opportunities was the belief of the speaker; indeed, he asserted, "in many instances the schools have kept ahead of the march of progress and have paved the way to the improvement of business methods in the outside commercial world; and it is logical and right that they should."

Papers were read on "Penmanship," by C. C. Lister, of the A. N. Palmer Company, New York City; "How and Why We Should Know Words," by Carl C. Marshall, of the Goodyear-Marshall Publishing Company, Cedar Rapids, Iowa; "Mathematics—As Taught in Commercial Schools," by George A. Booth, of Booth's Preparatory School, New Haven; "Progress," by C. N. Odin, manager of the school department of the Underwood Typewriter Company, New York; "The Ideal Business School—How Promulgated and Kept to the Front," by Dr. H. M. Rowe, of the Sadler-Rowe Company, Baltimore; "Correspondence," by C. B. Post, Worcester Business Institute, Worcester, Mass.; "Modern Use of the Typewriter," by I. S. Brown, Brown's Business College, Bridge-

port "High Standards," by C. C. Fitch, manager Remington Typewriter Company, New Haven.

An interesting address was also delivered by Hon. Thomas M. Waller, former governor of Connecticut, in which he spoke, in terms of high appreciation, of the value of that kind of special education given by commercial schools. He paid a hearty tribute to the excellence of the local school and to President Brubeck as a teacher and a citizen, and was followed by Hon. John McGinley, who spoke briefly in commendation of business education as an essential to business success.

In the afternoon a speed test was held for the typewriting championship of Connecticut, and for the possession of the prize cup, known as the Brown Trophy. There were eight entries, three of whom made commendable records. The prize was won by Ethel E. Eccles, a pupil of the Waterbury Business College, who wrote on an Underwood machine. Miss Eccles wrote a gross total of 2,387 words in thirty minutes. A deduction of five words for each of 144 errors gave her a net total of 1,667 words, or an average of a fraction below fifty-six words a minute. Honorable mention was made by the judges of the work of John S. Chelowski, of the Huntsinger Business College, Hartford (Underwood), who made an average of forty-eight words a minute, and of Miss Carolyn S. Church, of the Post Business College, Waterbury (Smith Premier), who made forty words a minute. The judges of the contest were Dr. E. H. Eldridge, of Simmons College, Boston, R. A. Brubeck, and L. B. Matthias, of the Bridgeport High School.

Following the contest, Miss Rose

L. Fritz gave an exhibition of rapid typewriting, reaching a speed of 122 words in one minute with one error.

At the business session the following new officers were elected: President, L. B. Matthias, Bridgeport; vice-president, E. G. Goddard, Bridgeport; secretary, Flora Prior, Waterbury; assistant secretary, Abbie Coburn, New Haven; member of the executive committee, N. B. Stone, New Haven. Stamford was chosen as the place for the next meeting.

## EDITORIAL.

### Charles Currier Beale.

Just as this issue of the MAGAZINE goes to press the news reaches us of the sudden death of Charles Currier Beale. The entire world of shorthand reporters, scholars, and thinkers will feel keenly the shock of this sad intelligence.

In all the ways in which a man of strong intellectual powers and of unflagging zeal may worthily strive for the advancement of his chosen profession, Mr. Beale strove for the upbuilding of the profession of shorthand reporting. At the time of his death he was official reporter of the Massachusetts superior court for Suffolk county, and as such he was a master-craftsman. His stenographic learning and skill

were such as to make the most difficult kinds of note-taking readily surmountable if not easy to him, and he was one of the relatively few shorthand reporters who have attained that positive degree of mastership indicated by the practise of having their notes regularly transcribed by an assistant.

He was a believer in the use and the mission of shorthand, and as a teacher he was an enthusiast. His students, especially in and about Boston, are numbered by many hundreds.

In association matters he was a tower of strength. He served the National Shorthand Reporters' Association as its third president, and after his retirement from that office he was to the end of his life an active member of its executive council, while in recent years he was also the Association's legal counsel. Many of the most important and useful of the Association's policies were of his conceiving and fostering. Through his efforts the New England Shorthand Reporters' Association was throughout a number of years awakened to new life and to a career of usefulness. He was the founder and permanent sec-

retary of the Willis-Byrom Club, an organized body of collectors of shorthand books, and by him all its publications were edited.

It was in the field of shorthand history and bibliography that Mr. Beale was most happy, and to it he gave himself with a sustained and unselfish enthusiasm. His collection of many thousands of shorthand books was one of the largest, perhaps the largest, in the world; and in the special field of Americana its supremacy is beyond dispute.

Not only did he collect shorthand books—and with a success that was the wonder of men who had preceded him in that field, as it was the despair of those who followed—but, what is better, he read, studied and understood them, weighing with discernment their significance and bearing in the development of shorthand history. He was the author of many learned essays and papers, published from time to time in the shorthand periodicals and as pamphlets, forming a large proportion of the most highly valued contributions to the literature of shorthand history. At the time of his death he had about

him many unfinisht works and a wealth of shorthand material in various stages of preparation, which will, alas, never be publisht or, if publisht, must lack the touch that only his master hand could give.

But with all his ardor for his chosen studies Beale was no narrow hobbyist. In matters of general education, in linguistics, in citizenship, in matters of broad culture, he was alert, sympathetic, and informed. In the last years of his life, while practising his profession as a court reporter, he pursued the study of law, took his degree, and was admitted to practise at the Massachusetts bar. His life was one of intense intellectual activity, so intense, indeed, that it can hardly be doubted its end was hastened by overwork. The ordinary demands upon the strength of a practising court reporter (and he was one of the most active of the men in that field) are such as to tax the vital energies to the utmost. That in addition to answering these Beale was able to exert himself so effectively and so usefully in so many other directions must always remain a marvel. Up to within a week of the end of his life he did not give up

entirely, though it was evident for some weeks preceding that his heart was failing.

In his private and personal relations Mr. Beale was gentle and lovable; cherishing strong and lofty convictions, he had no hatreds; loyal to his principles and to his friends, he had charity for all. No man was a more genial companion and none knew better how to enjoy a holiday.

He is survived by a wife and daughter. To them and to a host of friends who knew and loved him the going out of his light while at its zenith (he was born May 3, 1864) must fall "like the shadow of eclipse, darkening the world."

## CORRESPONDENCE.

### THE UNIVERSAL SYSTEM.

LONG ISLAND RAILROAD Y. M. C. A. }  
LONG ISLAND CITY, N. Y., }  
March 5, 1909. }

It is always a source of pleasure to me to recommend to the inquiring parent the Pitman-Howard system. I am gratified to say that in my official capacity as chief clerk of one of the departments of the Long Island Railroad, I have found that out of the many stenographers employed under me the Benn Pitman writers make the fewest errors, do the best work, and generally achieve the greatest measure of success. I would indeed like to

see it the *universal system* in this country, which I think it is fast becoming.

EDGAR K. RHODES.

#### HOW ORGANIZATION WORKS.

PIERCE CITY, Mo., }  
February 22, 1909. }

I have just received the February number of the *PHONOGRAPHIC MAGAZINE*, which I have read with pleasure. The Missouri Court Reporters' Association was organized at Jefferson City last December, the object of the organization being successful legislation. There has not been a legislature for fifteen years in which various bills relating to stenographers have not been introduced, but the fact that each stenographer had a special bill drawn in conformity with his individual ideas and needs prevented the passage of any. This year we are organized and all agreed on one bill, and are keeping a stenographer at the capitol all the time for the purpose of looking after the bill, and are practically assured of its passage. Yours truly,

BERT DUMMIT,  
*Secy. and Treas.*

#### ANNOUNCEMENTS.

##### EASTERN COMMERCIAL TEACHERS' ASSOCIATION.—PROGRAM.

Following is the program for the convention of the Eastern Commercial Teachers' Association to be held in Providence, April 8, 9, and 10:

##### PROGRAM.

*Thursday morning, 9.30 to 12 o'clock.—*  
*Crown Hotel.*

Registration of members.

Payment of dues.

Trips in and around Providence, under the direction of the Local Committee.

*Thursday afternoon, 1.30 to 4.30 o'clock.—*  
*Normal School.*

1. Address of welcome to the State of Rhode Island.—Hon. Aram J. Pothier, Governor of Rhode Island.
2. Address of welcome to the City of Providence.—Hon. Henry Fletcher, Mayor of Providence.
3. Response.—T. B. Stowell, Bryant & Stratton Business College, Providence, R. I.
4. President's Address.—Edward M. Hull, Ph. D., Banks' Business College, Philadelphia, Pa.
5. Announcements, and Appointment of Committees.
6. Address.—Walter E. Ranger, State Commissioner of Public Schools of Rhode Island.
7. "School Management."—E. E. Mer-ville, Spencerian Commercial School, Cleveland, Ohio.
8. "The Newspaper Attitude to Simplified Spelling."—Charles T. Platt, Platt's Business School, Hoboken, N. J.
9. A Twenty Minute Talk on Penmanship.—C. E. Doner, Beverly, Mass. Discussion.
10. "What a Business Man Expects of a Stenographer."—A. W. Holmes, Baird-North Company, Providence, R. I.

##### *Thursday evening.*

Entertainment to be provided by the Local Committee.

*Friday morning, 9.30 to 12.30 o'clock.—*  
*Normal School.*

1. "Suggestions to Teachers of Commercial Law."—F. G. Nichols, Rochester Business Institute, Rochester, N. Y.
2. "The Development of the Business High School."—Allan Davis, Prin., Business High School, Washington, D. C.
3. "What a Typist Ought to Know."—Archibald Cobb, Remington Typewriter Company, New York City. Discussion.
4. "Beginners' Bookkeeping in the High School."—Frank E. Lakey, English High School, Boston, Mass.
5. "Beginners' Bookkeeping in the Business School."—C. H. Blaisdell, Rhode Island Business College, Providence, R. I. Discussion.
6. "A Seminary Method of Teaching Commercial Subjects."—Calvin O. Althouse, Boys' High School, Philadelphia, Pa.
7. "Signs of the Times in Commercial-school Work."—J. G. Walker, Bur-

roughs Adding Machine Company,  
Detroit, Mich.  
Discussion.

*Friday afternoon, 2 to 4.30 o'clock.—*  
*Normal School.*

1. "Business Ethics."—Hon. T. M. Waller, ex-Governor of Connecticut, New London, Conn.
2. "The Perplexing Problem of Commercial English."—Carl C. Marshall, Goodyear-Marshall Publishing Company, Cedar Rapids, Iowa.
3. "Business Correspondence—What It Is and How It should be Taught."—Carl Louis Altmaier, Drexel Institute, Philadelphia, Pa.  
Discussion.
4. "Typewriting."—Miss Gertrude W. Craig, Simmons College, Boston, Mass.  
Discussion.
5. "How the School can Help the Graduate Before and After Graduation."—C. B. Pease, Burdett College, Boston, Mass.
6. "Arithmetic."—A. R. Dorman, Middleboro, Mass.
7. "Laboratory Methods in Teaching Arithmetic."—James E. Downey, High School of Commerce, Boston, Mass.  
Discussion.

*Friday evening.*

Reception—6.30 to 7 o'clock.  
Banquet—7 o'clock. Toastmaster, Charles M. Miller, The Miller School, New York City.

*Saturday morning, 9 to 12.30 o'clock.—*  
*Normal School.*

1. Shorthand contests for the Miner Medal and Egan Cup (beginning at 9 o'clock).
2. Typewriting contests for the *Penman's Art Journal* trophies (beginning at 10.30 o'clock).
3. Round Table (speakers limited to five minutes).  
Open discussion of practical school problems, such as:  
Methods of obtaining students.  
Standards of admission.  
Standards for graduation.  
Securing employment for students.
4. "Commercial Education in England."—Horace G. Healey, *Penman's Art Journal*, New York City.
5. "Shorthand."—G. P. Eckels, Commercial High School, Pittsburgh.  
Discussion.

*Saturday afternoon, 2 to 4.30 o'clock.—*  
*Normal School.*

1. Business Meeting (2 to 3.30 o'clock):  
a. Reading of minutes and General Secretary's report.  
b. Treasurer's report.  
c. Report of Committees.  
d. New business.  
e. Election of officers.  
f. Selection of place for next meeting.  
g. Adjournment of business meeting.
2. "Training in Accountancy."—Orlando C. Moyer, Simmons College, Boston, Mass.
3. "Course of Study for a Business High School."—Carlos B. Ellis, Technical High School, Springfield, Mass.
4. Announcement of results of contests.

## ANSWERS TO CORRESPONDENTS.

THE COMPOUNDING OF WORDS AS  
SHOWN IN THE DICTIONARIES.

F. W.—The word *battle-ax* is written with a hyphen by all the leading dictionaries—"Webster," the "Century," the "Standard," and the "New English Dictionary." *Bay-rum* is written with the hyphen by the "Century" and the "New English Dictionary," but is separated into two words by "Webster" and the "Standard." This is an illustration of the diversity of usage in the matter of compound words as between the leading dictionaries. There is no consistency among them, either as among one another or as to each with itself. Compound words are separated, hyphenated, or written solid not according to any recognizable rules but simply by what appears to be the preponderance of usage; but the appearance is often deceitful. The "Standard" is the only dictionary that professes to compound words upon a definite system, but it hardly seems that its system always holds together. The com-



pounding indicated in the longhand columns of the *Phonographic Dictionary* follows, in general, the usage as to any particular word adopted by the greater number of the four leading dictionaries mentioned above, and especially of the first three.

### DOTS AND DASHES.

**SHORTHAND AS A SUBJECT FOR ADMISSION TO COLLEGE.**—The growing appreciation among educators of the worth of shorthand, both as a study having cultural value in itself and as a part of the effective equipment for scholarship, is reflected in the fact that a number of institutions of learning of collegiate standing now allow a credit for shorthand as one of the subjects for the admission of undergraduates. The University of Vermont, for instance, allows half a unit for shorthand out of a total of fourteen and one-half units required for the admission of applicants to the freshman class. Speed and accuracy are determined by tests of the candidate, and a minimum speed of sixty words a minute is required.

**NEW EDITION OF THE PAMPHLET OF POSTAL INFORMATION.**—In the February issue of the "United States Official Postal Guide" it is announced that "the new edition of the 'Pamphlet of General Postal Information' is now ready for distribution and all postmasters are directed to see that each teacher in the public, private, and commercial schools within the delivery of their respective postoffices is supplied with one copy." This is a government publication especially intended for teachers. It is issued with the idea that it may very properly be used as a text-book, as it covers

postal information quite fully. If any teacher has not already received a copy of the pamphlet it would be well for him to request a copy of his postmaster.

**COMPLETE LIST OF SIMPLIFIED SPELLINGS.**—The Simplified Spelling Board has issued its Circular No. 23, being an "Alphabetic List of Simplifications in Spelling Recommended by the Simplified Spelling Board up to January 25, 1909." This is a complete list of all words included in the three lists heretofore issued. The circular also contains a formulation of thirty-one rules of simplification, showing the processes by which the simplified forms are derived from the ordinary spelling. The total effect of these thirty-one rules may, in a rough way, be said to be much the same as that of the Twenty-four Rules promulgated thirty years ago by the old American Spelling Reform Association. Copies of the circular may be had by addressing the Simplified Spelling Board, No. 1 Madison Ave., New York City.

**JUSTICE TO THE STENOGRAPHERS.**—When the roll of fame is properly inscribed for the present Colorado state administration, State Auditor Kenchan will go down in history as the patron saint of the stenographers on the payroll of the state, says the *Denver News*. He thinks it is nothing more than a matter of simple justice that a stenographer's salary shall be \$1,200 a year. He expects to see that this figure is recognized by the legislature, even though the salaries of some of the heads of departments are lowered a few notches. The state auditor is going about the matter in his own way. Some time ago he requested the different departments of state to

submit to him an itemized estimate of expenses for the current biennial period. On these lists the state auditor will base his estimate of the amount necessary to be appropriated by the legislature for the running expenses of the state government for the next two years. These lists are now being filed with Auditor Kenehan. He has noticed that in a number of instances the stenographer's salary was placed at \$900 a year. He considered this out of proportion to a salary of from \$1,500 to \$2,500 for the head of a department, or perhaps a chief clerk or deputy. In instances where the lack of proportion is especially noticeable he has promptly chopt off the necessary \$300 from some salary higher up on the list.

**PALMETTO STATE STENOGRAPHERS' ASSOCIATION.**—On August 8, 1908, the above-named association was organized at Columbia, S. C. A copy of the constitution and by-laws which now reaches us shows that the membership of the association is made up of court and legislative reporters, or general reporters of professional grade. An effort was made some years ago to maintain a state association of shorthand reporters in South Carolina, but the earlier organization was of short life. It is believed that the time is now ripe for establishing a successful association. The officers of the new association are: Col. Wm. H. Macfeat, Columbia, president; Lewis E. Wood, Sumter, first vice-president; Virginia E. Wilburn, Columbia, second vice-president; Edgar A. Brown, Aiken, secretary-treasurer; Charles H. Roche, Jr., Cheraw, assistant secretary-treasurer; C. A. Edwards, Columbia, chairman of the committee on legislation and director of em-

ployment department. The employment department seems aimed to assist young shorthand writers of amanuensis grade, not full members of the association, in securing positions of a kind corresponding with their abilities, and to assist and encourage them "to fit themselves for the best positions." It is our belief that the new Palmetto State is the first state association of shorthand reporters to recognize the existence, or take an interest in the welfare, of the army of "amanuensis" shorthand writers. We shall look for good things from this association.

**SHORTHAND WRITERS IN THE UNITED STATES CIVIL SERVICE.**—The twenty-fourth annual report of the United States civil service commission is the most recent of the publications of its kind, and brings the information down to June 30, 1907. In the great mass of information concerning Government employees of all sorts and conditions some facts of especial interest to shorthand writers may be found. During the year ending June 30, 1907, there were held 255 examinations of candidates for the position of stenographer and typewriter. At these examinations 1,541 candidates presented themselves, 983 being men and 558 women. Of these 416 men and 269 women past, making a total of 685, or 44 per cent of all candidates. Of the men candidates, 42 per cent past, while 48 per cent of the women were successful. During the same year 303 stenographers and typewriters were appointed to positions in the departmental service in Washington, of whom 201 were men and 102 were women. Outside of Washington there were 213 appointed, 174 men and 39 women. The aggregate of

appointments inside and outside of Washington was, therefore, 516. In addition to the examinations for the position of stenographer and typewriter there were 141 examinations for the positions of stenographer without typewriting calling, presumably, for a higher grade of shorthand skill than the first group. There were 465 candidates in these examinations, 300 being men and 165 women; 140 (or 30 per cent) past—87 (29 per cent) men and 53 (32 per cent) women. It will be noticed that in this class, as in the preceding, a higher percentage of female than of male candidates were successful in passing the examinations. But they were not equally successful in getting appointments, for in that year there were 16 appointments in that class in Washington, and all were men, while out of a total of 46 appointed outside of Washington only two were women. Only 62 of these shorthand writers of the higher rating were appointed during the year, both in and out of Washington. During the same year 163 examinations were held for typewriters—operators of writing machines, no shorthand being required. Six hundred and twenty-two candidates presented themselves—401 men and 221 women. In this class a much higher percentage of the candidates were successful, it being in fact 86 per cent. That is to say, 533 candidates past, including 346 men and 187 women. In this class there is practically no difference in regard to success as between the sexes, 86 per cent of the men and 85 per cent of the women candidates passing the examination. In this class there were 107 appointments in Washington during the year—82 men and 25 women, while outside

of Washington 144 men and 16 women received appointments, or 160 in all. This makes a total of 267 appointments of typewriters for the year, both inside and outside of Washington. Other interesting facts appear as, for instance, the fact that when positions are offered to male stenographer and typewriters who have past the examination and have had their names placed on the eligible list, one-half decline appointments. "Many men," says the Commissioners, "will not accept the low entrance salary, or, having once entered and finding little chance of increase, pass out to more remunerative fields of employment." It appears that the southern states have in the past furnished so few eligibles that the Commission has been unable to give to these states the full quota of appointments to which they are entitled. On June 30, 1907, both Alabama and Mississippi were in arrears in apportionment, and on the eligible lists of these two states there were in each case only one male and one female stenographer and typewriter. For the Philippine service there were held during the year above referred to 93 examinations for the position of stenographer and typewriter, 133 men and one woman being examined. Of these 35 candidates (26 per cent) past, all men. Only nineteen appointments were made during the year to the position in the Philippines. Some striking figures show the growth of the employment of stenographers and typewriters in the departmental service in the twenty-three years up to June 30, 1907. From 1884 to 1897 inclusive a total of only 304 stenographers and typewriters were appointed. In the following years the appointments have run thus:

1898, 77; 1899, 86; 1900, 94; 1901, 110; 1902, 151; 1903, 215; 1904, 326; 1905, 418; 1906, 433; 1907, 509; and for the entire period of twenty-three years there have been 2,723 appointments. Thus it will be seen that for the single year last mentioned there were 66 per cent more appointments than in the entire period from 1884 to 1897.

## SCHOOLS AND TEACHERS.

THE NEWBURYPORT (MASS.) *Leader* cites as evidence of the thoroughness of the instruction in the commercial department of the Newburyport High School the facts that students graduated from the department have been fully qualified to take responsible positions in offices demanding skill and accuracy and that many of them are to-day giving a good account of themselves in the business world. The *Leader* mentions the names of ten of those graduated last June, upon the recommendation of Principal Walter E. Andrews, who have positions with local houses, six as shorthand amanuenses and four as bookkeepers. Miss Mabel L. Hayes is the efficient teacher of Benn Pitman phonography.

AMONG many schools that have recently introduced the Benn Pitman system are the following:

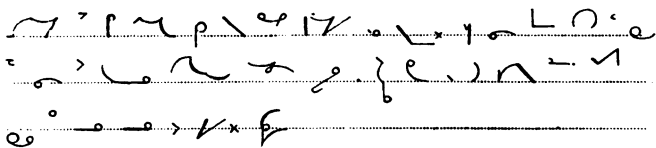
Capital Commercial School, Albany, N. Y.; Manhattan Business College, Manhattan, Kansas; Hershey Evening School, Hershey, Pa.; Susquehanna University, Selinsgrove, Pa.; St. James School, Baltimore, Md.; St. Francis Convent, Millvale, Pa.; Illinois Business College, 571 W. Madison St., Chicago; South Texas Commercial and Correspondence Schools, Houston and Alvin, Texas; Carolina Business School, Hope Mills, N. C.; Pitman School, Toledo, Ohio; LeMaster Business Institute, Orange, N. J.; Cecil County High School, Elkton, Md.; Hinton Busi-

ness College, Hinton, W. Va.; Girls' Industrial School, Beloit, Kansas; Dawson's Business College, Leominster, Mass.; Colebrook (N. H.) High School; Bethel Commercial College, Newton, Kansas; Butler High School, Butler, Pa.; Industrial and Training School, Huntingdon, Tenn.; Greer Business College, Braddock, Pa.; Commercial High School, Galion, Ohio; California Business College, Los Angeles, Cal.; Indiana Business College, Indiana, Pa.; Adelphia College, Seattle, Wash.

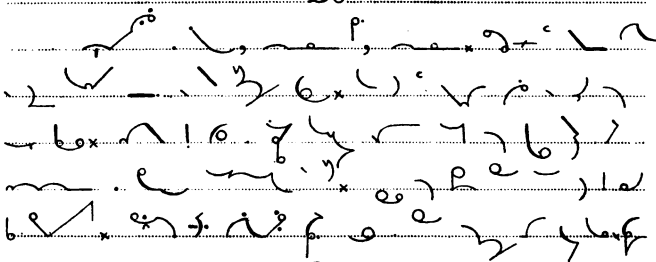
THE NEW ST. LOUIS BUSINESS COLLEGE opened its doors for business on February 23d, at 800 Pine street, St. Louis, with over a thousand pupils, as the result of one of the most important mergers of interests ever made in the history of private commercial schools. Five of the strongest and best-known business colleges of St. Louis—namely, The St. Louis Business College, The Southwestern Business College, Perkins and Herpel's Business College, The Columbia Business College, and The Washington Business College—are consolidated in the one new school, all of the proprietors of the constituent colleges taking active part in the new institution as heads of departments. The officers are as follows: President E. H. Fritch; first vice-president, G. A. Hanke; second vice-president, H. D. Goshert; secretary, H. C. Perkins; treasurer, S. Drury. The directors of the new corporation, which is capitalized at one hundred thousand dollars, are E. H. Fritch, Lee E. Hedrick, P. J. Herpel, H. D. Goshert, and G. A. Hanke. The combination of so many elements of strength, personal, educational, and financial, as to go to the make-up of the new school insures its success from the start. The business-college situation in St. Louis is distinctly improved by the move.

[Learner's Department.]

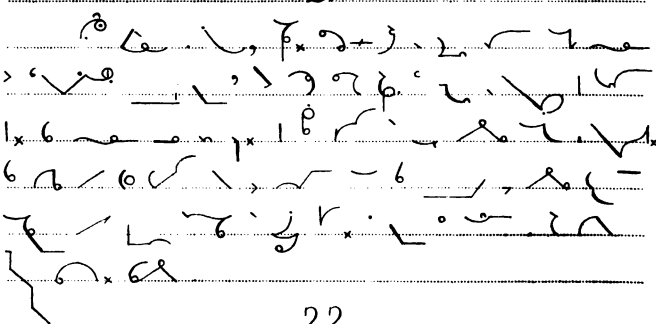
## LITTLE LETTERS.—Continued.



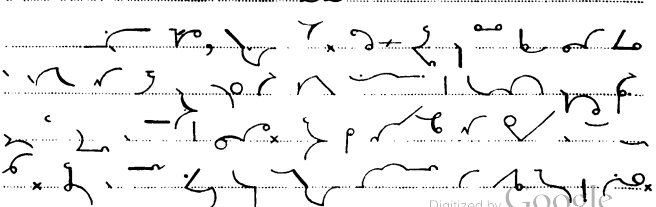
20



21



22



Handwritten musical notation on a five-line staff, featuring various note values, rests, and bar lines.

23

Handwritten musical notation on a five-line staff, continuing the piece with more complex rhythmic patterns and accidentals.

24

Handwritten musical notation on a five-line staff, showing further development of the musical theme.

25

Handwritten musical notation on a five-line staff, concluding the section with a final cadence.

26

[To follow Lesson XXVI of  
The Phonographic Amanuensis.]

4 8 . L, 8 x 2 + } 2 2 . L  
 1 1 4 6 . 6 ( 2 ' 11 6 6 . 8 7 4  
 2 6 } 8 1 x 6

27

6 6 . L, 8 x 2 + . 2 2 . 1 . 2  
 2 . 8 1 4 x 6 7 6 1 2 2 x 2 1 2  
 2 2 6 x 6

28

2 2 . 8 x 2 + < 3 4 6 2 2 2  
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29

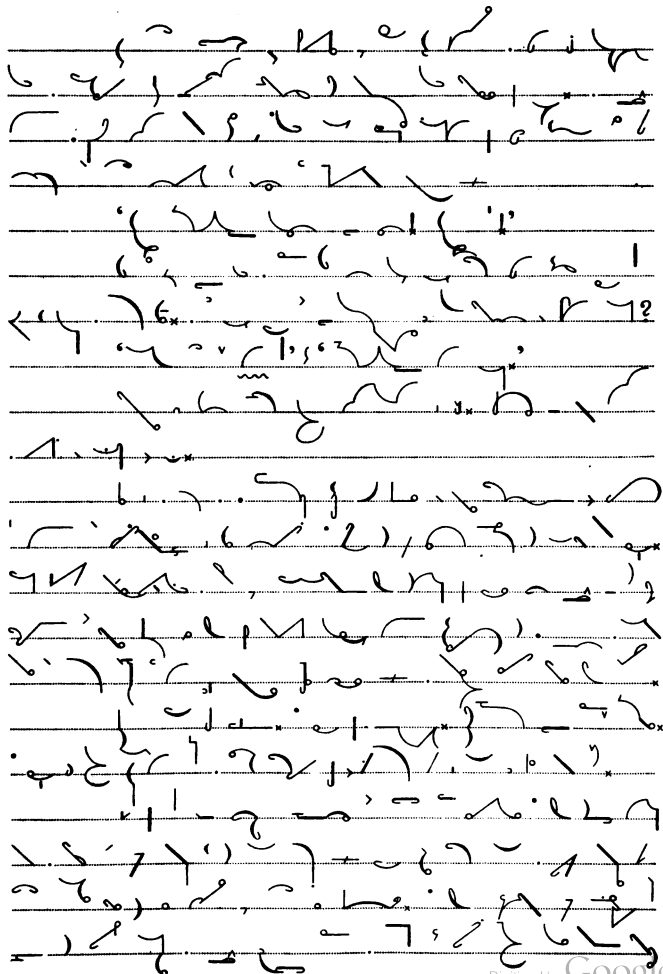
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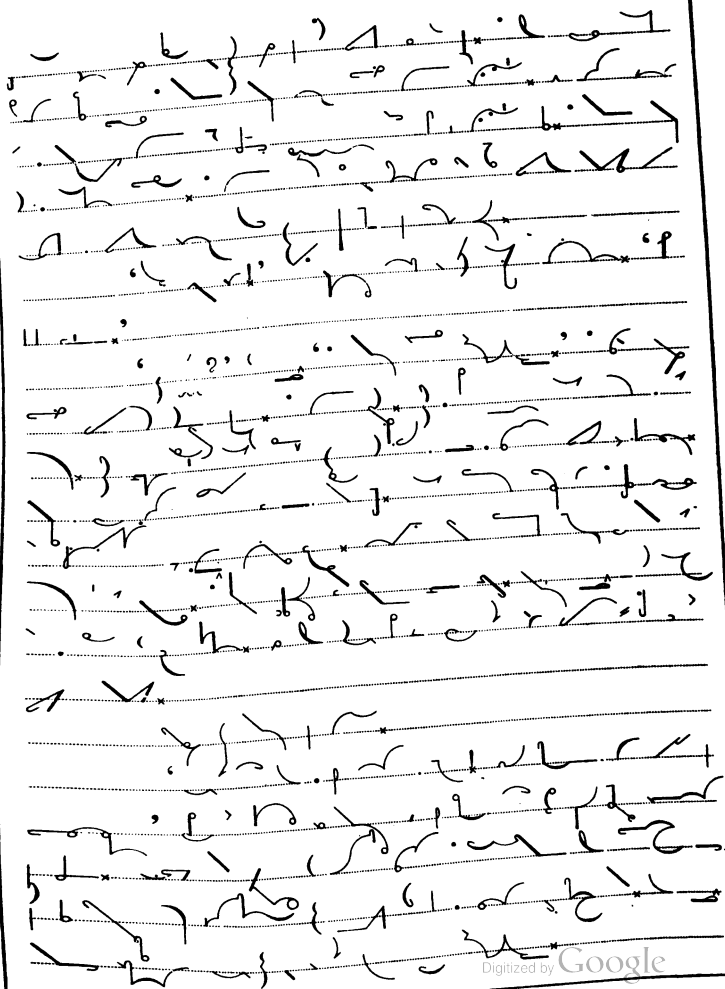
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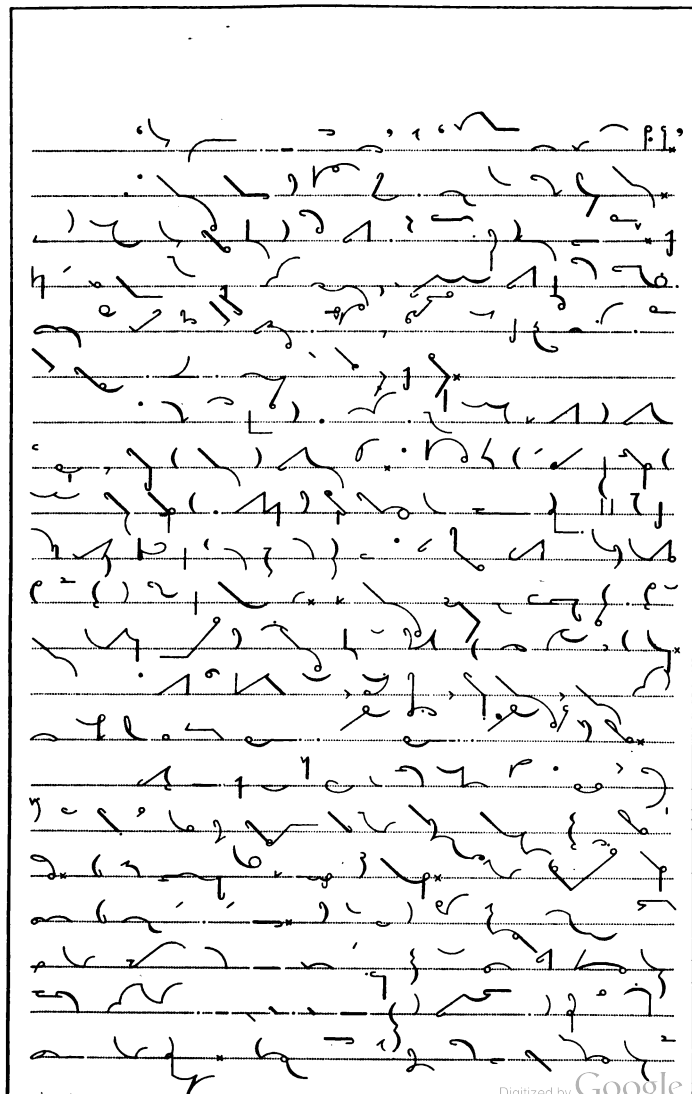
[In the Amanuensis Style.]

## THE NÜRNBERG STOVE. — Continued.



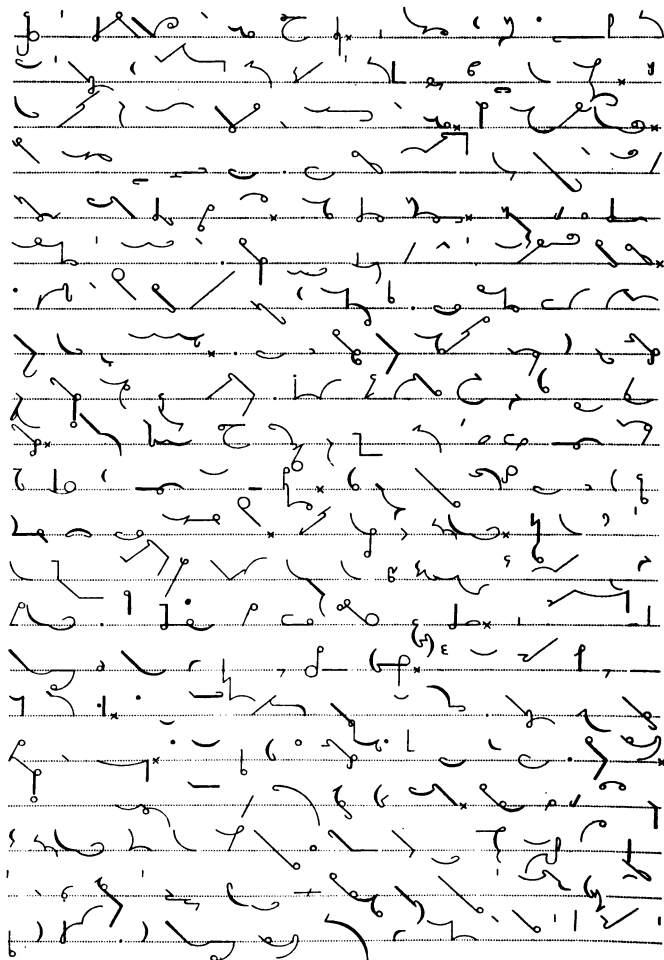


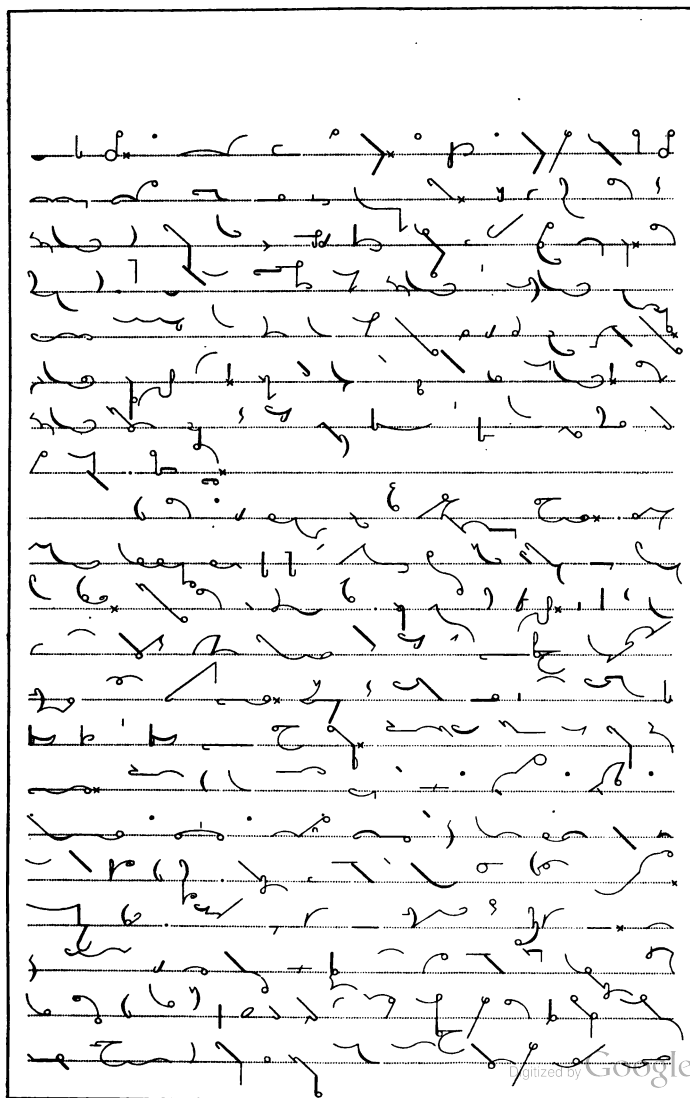


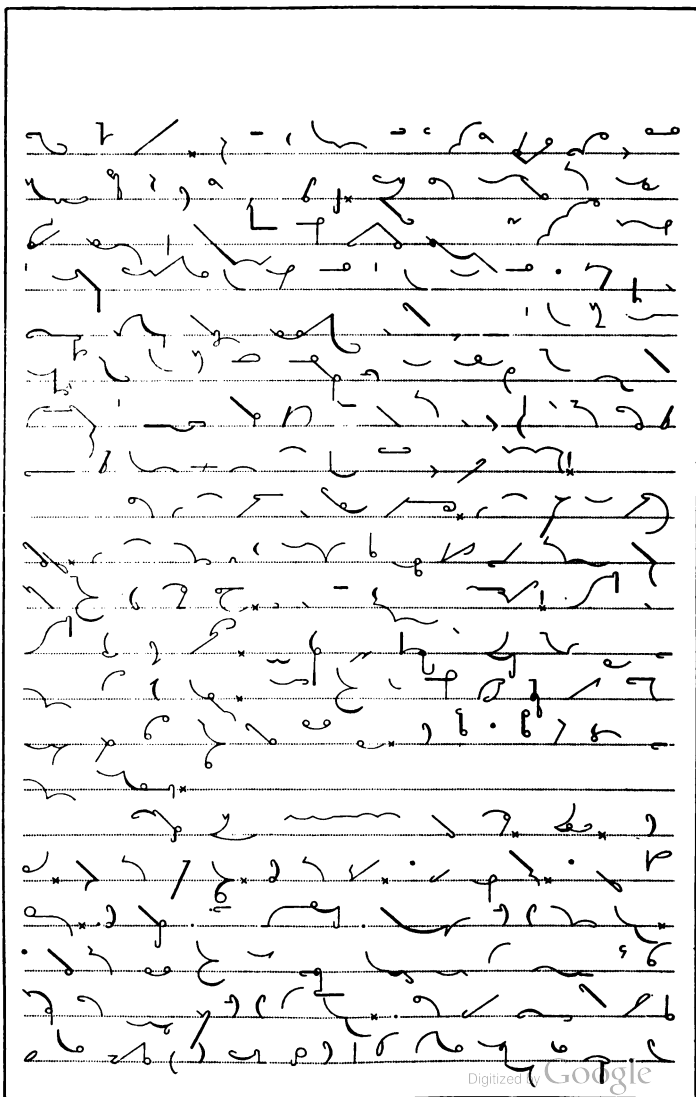


[In the Reporting Style.]

WEBSTER'S REPLY TO HAYNE.—Continued.







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██████████	Graham, 242 writers, 15.3 %.	} Benn Pitman, 796 writers, 50.4 %.
██████████	Munson, 86 writers, 5.4 %.	
██████████	Isaac Pitman, 67 writers, 4.2 %.	
██████████	Gregg, 66 writers, 4.1 %.	
██████████	Cross, 45 writers, 2.8 %.	
██████████	Barnes, 25 writers, 1.5 %.	
██████████	Pernin, 25 writers, 1.5 %.	

All others (totaling 14.8 %), less than 1 % each.

This means that schools teaching the Benn Pitman system have, during the last five years, furnished *more than half* of the successful candidates that presented themselves in all parts of the country for the United States Civil Service Examinations as clerk stenographers.

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# THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

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{ Five Cents a copy.  
{ Fifty Cents a year.

## CHARLES CURRIER BEALE.— IN MEMORIAM.

Charles Currier Beale, shorthand author, teacher, and reporter, died on March 9th, at Melrose, Mass., of disease of the heart. Few names in the contemporary history of shorthand in the United States were better known than his. He was one of the founders of the National Shorthand Reporters' Association, a frequent contributor to current shorthand periodicals, an acknowledged authority on all matters of shorthand history and literature, and a leading official court reporter of Boston.

Mr. Beale was born in West Medway, Mass., in 1864, and was thus in the prime of life and at the height of his active career. He was the inventor of a shorthand system, originally called "Simplified Phonography," now more commonly known as the "Beale Shorthand," first published by him in 1885, the textbook of which has passed through ten editions, the eleventh being in preparation at the time of his death. For several years subsequent to 1884 he conducted successful shorthand schools in Boston, Providence, and Lynn.

In 1899 the National Shorthand Reporters' Association was formed. Mr. Beale was put on the executive committee of that body at its inceptive meeting in Chicago, and it is in large part due to his efforts

that the Association has become the most influential body of shorthand writers in the country. Mr. Beale served on its executive, legislative, and publication committees, and in 1903, and again in 1904, was elected its president. He worked hard for the good of the Association and its members, not selfishly nor aggress-



*Charles Currier Beale.*

sively. He used his keen and alert mind in endeavors to uplift shorthand standards, never in needless criticism, and by his fine qualities of mind and heart made many loyal friends.

In 1898, Mr. Beale, leaving his shorthand school in other hands, accepted an appointment as official stenographer in the Massachusetts Superior Court for the County of Suffolk, a position which he held at the time of his death. Here he served with conspicuous fidelity and



ability, and earned the good-will of bench and bar, taking rank as one of the country's most expert shorthand reporters.

Mr. Beale was a hard and seemingly tireless worker. While carrying on his professional shorthand duties, he took a four-years' course at the Y. M. C. A. Law School and was admitted to the bar in July, 1907. In connection, also, with the directors of the Young Men's Christian Association he became interested during the past season in a unique movement, something never before undertaken—a class for the instruction of shorthand writers in the duties of professional reporters. In the absence of teachers qualified for this service, Mr. Beale undertook, in connection with Dr. Edward H. Eldridge, of Simmons College, the personal instruction of the class and the preparation of its curriculum. He has also reported this winter a series of addresses before the Graduate School of Business Administration at Harvard University.

Mr. Beale, however, loved his profession for its own sake, not merely for the money to be gained from it, and it was the literary side of shorthand rather than the professional which appealed most strongly to him. He accumulated a library of shorthand works of several thousand volumes, containing rare copies of first editions and equalled by few if any similar collections. He made a thorough study of the history of shorthand, and in this field must be considered as having attained an authoritative position. Few men have delved more deeply and with more painstaking and studious research into the literature of shorthand. The several articles which have come from his pen upon this subject have been of

real intrinsic value. His paper on "The Silent Man," depicting the court reporter at his table in the busy courtroom, is a classic. Embodied in his shorthand library are nearly all the beautiful productions issued from the Phonographic Institute in its early days, "engraved on stone by Benn Pitman." His collection of shorthand periodicals comprises complete files of all the important American and English journals, as well as a notable collection of the printed proceedings of trials and debates reported by early English and American shorthand writers, and a number of valuable manuscripts, including some tiny Testaments and Psalm books in the old English stenographies.

It was about 1888 that the movement to popularize the international language "Volapük," the predecessor of "Esperanto," began in this country. Mr. Beale spent a large amount of time and money in the attempt to spread a knowledge of its technique and an understanding of its utility. He was elected secretary of the North American Volapük Association; edited and published for three years (1889-1891) the Magazine *Volapük*, devoted to the advancement of the new tongue; taught it to large classes in Boston and vicinity, including one class in the Boston Evening High School, and organized the Boston Volapük Club. Mr. Beale was also a member of the American Dialect Association. His collection of works on memory training is very complete, numbering about two hundred titles and containing treatises some four hundred years old. He was the author of an attractive and curious manual called "Mnemonics."

Mr. Beale is survived by a wife and daughter, living in West Medford. Of innate nobility of charac-

ter, genial, generous, and lovable, his untimely death is deeply deplored.  
W. L. H.

The untimely death of Charles Currier Beale has called forth manifold expressions of esteem for the man, of admiration for the writer and reporter, and of deep regret for his loss from his professional colleagues on both sides of the ocean. Following are given a few only of those that have reached us. The limits of available space preclude giving all:

FROM JULIUS ENSIGN ROCKWELL, AUTHOR OF "SHORTHAND INSTRUCTION AND PRACTISE IN THE UNITED STATES."

Mr. Beale's contributions to the history of reporting printed in magazines, in the proceedings of shorthand associations, in the bulletins of the Willis-Byron Club, or issued as separate papers, were always of special interest and fairly earned for him the title of the foremost living authority on all subjects connected with shorthand history and literature. Had he lived to carry out his plans he would easily have taken rank as the greatest shorthand historian in the world, past or present.

FROM KENDRICK C. HILL, SECRETARY OF THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION.

As Mr. Beale's remains were deposited in his narrow house on the afternoon of March 13, while shorthand reporters from far and near stood by to pay their last personal tribute of remembrance, honor, and respect, we all knew well that death had made a big gap in our ranks. We were making the grave of one of the ablest and best officers who

ever rode along the battle-line in any cause, giving strength and encouragement to all—the shorthand profession had lost the right arm of its power, and the blow was hard-struck, indeed.

But Beale, the Beale example, the Beale force, the Beale power, the Beale record, the Beale seed, and the memory of Beale still live! This is a matter of profound congratulation and rejoicing.

Charles Currier Beale was the best-known court reporter in the United States and the foremost leader of the shorthand profession, his death being the severest blow it has ever received. He had market business as well as literary ability. He was an able man in the sphere which he filled so well for many years. His knowledge of shorthand and shorthand systems was sound and of the highest order, and he was the leading authority in the world at the time of his death of the whole range of this subject. His writings along these lines have never been excelled, and he had many papers and books in course of preparation. If he had lived, his contributions to the shorthand literature of the world would have been a library in itself. The National Shorthand Reporters' Association will erect a monument over his grave, and his life should be written, and read by all shorthand reporters, in order that his deeds might be recorded and their value acknowledged by generations to come.

Mr. Beale was a man of fine character and sensibilities, witty, and wise. Strangers did not always take kindly to him, but as he grew toward the prime of his high calling his friends multiplied manifold, appreciating the charm of his companionship, the value of his true



worth, and the greatness of his services.

FROM REUEL SMALL, OFFICIAL REPORTER, UNITED STATES HOUSE OF REPRESENTATIVES, EX-PRESIDENT OF THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION.

I am pleased to add a leaf to the garland in memory of the late Charles Currier Beale. I am sure that every member of the National Association and every one of the great army of shorthand writers must have felt a personal loss when the news came that Mr. Beale's work in this life was closed.

My acquaintance with him began about fifteen years ago. I was first drawn to him by an appreciation of the fact that he was an enthusiast in everything that he thought would forward the interests of the shorthand profession.

Always willing to contribute time and money for the benefit of those who practist his beloved art, an earnest student of shorthand historical lore, nothing pleased him more than to meet and hold converse with some one who was interested in or had made research along that line. He was a modest, honest, straightforward, dependable man, and stimulated by his example the best impulses of all who came in contact with him.

The National Association, for which he labored long and earnestly, has met with an irreparable loss.

FROM JOHN M. WARDEN, EDINBURGH, SCOTLAND.

It is terribly sad about our friend Beale. Only a few days ago I was grieved to learn by a post card from Mr. Rockwell that Mr. Beale was seriously ill, and the very

next day another card followed, to say that he was dead. It is a very serious loss to the cause of shorthand history. Although I had not the advantage of knowing Mr. Beale personally, I regarded him as a dear friend. I shall greatly miss his interesting and cheering letters and his splendid articles and essays. I have always wondered how he could possibly get through so much work as he did; but alas! the secret is now patent to us.

FROM WILLIAM L. HASKELL, SHORTHAND REPORTER, BOSTON.

It is sometimes said, doubtless with truth, that no one man, however able, is indispensable to the welfare and progress of humanity. It is equally true that the passing of a man of ability in the midst of an active, honorable, and increasingly useful life often leaves a gap so large that there seems to be none to fill it.

It is in this position, through the death of Charles Currier Beale, that the members of the shorthand profession stand to-day. Though our offices have been near together, and I have for years been in the habit of meeting him from time to time, I know now, as I have been privileged to examine the evidences of his labors, that I had formed an inadequate idea of the extraordinary range of his activities. He was so energetic, so vigorous, so mentally alert, so constructive in his thought, that merely to name his active interests would exhaust the space allotted me.

Think of a shorthand reporter occupied through the hours of the ordinary working day with his note-taking in court and the supervision of transcripts; remember that he did reporting outside his court,

taught an evening class in professional shorthand, took a four-years' law course and was admitted to the bar, conducted by direction of the judges of his court various examinations of stenographers for official appointment, accumulated one of the best shorthand libraries in existence, besides collections of books on half a dozen other subjects, wrote and revised and rewrote the text-book of the shorthand system of which he was the inventor, laboriously prepared and published articles on the history of shorthand, wrote poetry and articles of miscellaneous nature, prepared and occasionally delivered a stereopticon lecture on the history of shorthand, and carried on a voluminous correspondence; add to that the secretaryship of the Willis-Byron Club and the preparation of its publications, the management of the New England Shorthand Reporters' Association, an active interest in the National Association, taking time to visit and occasionally address the New York State Association in his capacity as honorary member, and you have an idea, though an incomplete one, of Mr. Beale's labors.

The work was well done; done with thoroughness, with skill, with an eye to correct results, with a love for the beautiful and a desire to express it, regardless of pecuniary return. And as it is impossible to give one's self without reaping the reward, so in this work Mr. Beale, amid hosts of friends, found a means of expression for the life that was in him, and has stamped his name indelibly upon the history of shorthand writing.

FROM FRANK BROWN SWAIN, COUNSELLOR-AT-LAW, BROCKTON, MASS.

A friendship with Charles Currier Beale, beginning with the lat-

ter years of boyhood and growing more and more intimate after entrance to the period of man's estate—such was the high privilege that makes me wish that it were possible to write an adequate tribute to his memory. He was genial, generous, and lovable, and all who met him were impressed with an innate nobility of character which endeared him to them.

One who knew him well writes: "In Mr. Beale's presence it was difficult to think that there would ever be an end to the pleasure of his friendship. There was an attraction in him which to resist would have required calculation, foresight, and determination—and these no one would have cared to exercise." His office in Boston was a Mecca for visiting shorthand folk, who sought him not only for the reason that he was one of the most notable men in his profession, but also because of his broad-minded and interesting personality.

Many have been the young men whom Mr. Beale has influenced to higher aspirations in life. They found in his precept and example an impelling force towards the goal of true success.

A firm believer in the joy of living, Mr. Beale always had a witicism for the delectation of his friends.

In no sense did he confine himself strictly to the limits of the shorthand field. When (at the same time that he was attending to his regular duties as official reporter of the Massachusetts Superior Court) he completed the regular course at a Boston law school he received the degree of LL. B. "with honors." Soon after he passed the examination admitting him to practise before the Massachusetts bar. As an author he has written on subjects of a di-

versity which indicates perhaps better than anything else how many-sided he was.

His wonderfully active brain was seldom idle. He was versatile to an unusual degree, yet he never ceased to be a student. Those who knew him best realize that the fruits of his original investigations into the history of shorthand form but one instance of the productivity of his remarkable intellect. In this shorthand domain he was ready, on each new occasion, with a mass of fresh and valuable information that he had gleaned in acquisitive researches or from practical experiences and observations in his vocation. Perhaps the secret of the loving remembrance in which he will ever be held is that he loved his field of endeavor for its own sake, and not merely as a means of livelihood. The wonderful measure of his accomplishment in a comparatively brief career should prove an inspiration to those who may be granted a longer span of life.

White in character, white in life, and white in deeds—if there is to be a meeting on a brighter shore, such as Beale will surely be there!

FROM FREDERIC IRLAND, OFFICIAL REPORTER, UNITED STATES HOUSE OF REPRESENTATIVES, EX-PRESIDENT OF THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION.

The charming personality of Charles Currier Beale was a joy to his friends, an example of cheerfulness and courtesy to his acquaintances. His skill and learning placed him at the head of his profession in skillful and learned New England. As a reporter he belonged to that small and transcendental group of men who write so clear a note that the transcription is done by others.

Mr. Beale had a towering individuality in all he did. Each page of his certified copy was a model of precision and intelligence. He perhaps knew more than any man now living knows of the history and evolution of shorthand. His great library was one of the rarest shorthand collections anywhere. The Willis-Byron Club, that little shorthand literary aristocracy of which he was the soul, will never see his indefatigable like again. He did his greatest service in the elevation of reporting standards through the examination system for official reporters, which has placed Massachusetts and New York ahead of all other American States. The higher shorthand education, of which he was during the last year an instructor in one of Boston's colleges, will be another monument to his altruistic industry.

He is one of the few men whom I hope to see often in the next world.

FROM WILLIAM WHITFORD, CHICAGO, EX-PRESIDENT NATIONAL SHORTHAND REPORTERS' ASSOCIATION.

The shorthand fraternity has sustained a great loss in the death of Mr. Beale. He was essentially an organizer, a leader, a great shorthand writer, and an ornament to the profession. He was one of very few of our profession who could hand over his shorthand notes and have them transcribed by his assistants, thus avoiding the drudgery of direct dictation of his notes to a typist, to a shorthand writer, or to a phonograph. He was a tireless worker. He was ever ready to lend a helping hand in the furtherance of any movement which he thought would elevate the dignity of the profession. His earnest and

energetic application and wide-awake interest in matters pertaining to shorthand brought him conspicuous and varied recognition. He gave us the golden fruitage of a great and varied experience. He won great distinction as a shorthand writer and contributor to shorthand literature. He was beloved and respected by his colleagues. He possessed in rare degree the faculty of imparting knowledge. He was versatile but not pedantic. He shone as a refined gentleman. He was courteous, but not effusive. He read much, kept himself informed on current history, and particularly shorthand history, and was able to discuss interestingly writers of fiction, history, science, etc. He was a noble spirit, honest, earnest, unselfish, sympathetic, gentle, and kind. He was a man of varied attainments, of broad reading, a facile writer, and a finished scholar.

FROM BENN PITMAN, CINCINNATI,  
EX-PRESIDENT NATIONAL SHORT-  
HAND REPORTERS' ASSOCIATION.

March 11.—And so our dear, genial, and generous friend Beale has left us! The news is sudden and saddening. Of all of our fraternity he seemed the one we would least desire to part with. I use the term "generous" designedly, for who like him, in addition to his arduous professional labor, has given so much of time and life to investigate and put on record the worth and work of other laborers in furtherance of stenographic art? Personally Friend Beale greatly attracted me; I felt a loving regard for him, and his ways; his work and genial friendship will remain with me a treasured remembrance.

## MEETING OF THE CHARTERED STENOGRAPHERS' ASSOCIATION OF ONTARIO.

The monthly meeting of the Chartered Stenographic Reporters' Association, held in Toronto, March 27, was of especial historic interest through the fact that the chief topic was the origin and development of the official court reporting system in Ontario, a system which has been generally admired by shorthand reporters everywhere, and which was established in 1875-76. The historic data presented was, for the most part, collected by A. J. Henderson, who was practically the first reporter officially appointed in Ontario, and who may properly be considered as being the father of the system. Mr. Henderson read an interesting paper detailing his early experiences. He said in part:

Some shorthand work in the court of chancery had been done by a Mr. Maude, but the field was vacant in 1875, when I ventured in. I communicated with officials of courts in many of the United States where the system, under varying regulations, had been adopted. Eminent judges concurred in bearing testimony to the great saving of time and money, as well as the indispensable assistance to the administration of justice, effected by the employment of shorthand in the courts. A most pleasing feature evidenced in all these communications was the sympathetic interest which led many eminent judges to take the trouble they did in promoting the adoption in a foreign country of a system they had found so advantageous in their own.

Somewhat as an experiment, the Ontario government on March 17, 1876, appointed three reporters attaché to the courts of Queen's bench, chancery, and common pleas, a fourth appointment not long after being named in connection with the court of appeal.

The Canadian Shorthand Writers' Association, embracing presumably most of the verbatim shorthand writers in Canada at that time—some fifteen, all told—appointed a committee of three, Edward Horton, T. J. Richardson, and the writer, who met a committee of the benchers of

the Law Society, and after a very full discussion the committee of the benchers in a report dealt with the whole subject most exhaustively and convincingly, embracing the conclusions derived from various sources. All that was now needed was a Moses to lead the little band of shorthand writers into the Canaan of would-be court reporters, and Thomas Hodgins, now judge in admiralty, then a member of the legislature, proved to be that leader. A. H. Crawford, Isaac Watson, and the writer were the first appointees under the Hodgins bill. Mr. Watson subsequently was succeeded by Robert Tyson, and Edward Horton was added to the number. The system was incomplete till four additional court reporters had been appointed, thus expanding it to the dimensions recommended by the Law Society and advocated by Mr. Hodgins in the first instance. Some years later the four additional appointments were made, and these are now held by Messrs. Agnew, Butcher, Dickson, and Emerson.

At first the proceeds for transcribing augmented a government fund to provide additional reporters where required. On this basis the shorthand court reporter cost the province only about seven hundred dollars per annum, the salary being twelve hundred dollars. The government of the day had reason to be satisfied with the bargain.

Pursuant to a resolution of the Law Society, the government on February 20, 1878, reduced the charge from ten cents to five cents per folio; then, in 1896, raised it to seven and one-half cents. About four years ago the salaries were increased to fifteen hundred dollars and the reporters allowed the transcript fees. Three hundred dollars a year was allowed from the beginning for traveling and hotel expenses.

For a long time the court reporter was honored with a seat upon the bench beside the judge, but the time came when the reporters were removed somewhat from the judicial presence and given a seat very convenient to and perhaps embarrassing near the witness. Some might say—perhaps it was the correct reason—that they might the better hear the testimony.

The staff of judges who take circuit duty has been increased from nine to twelve in the last twenty-five years. The staff of eight shorthand court reporters has remained the same, with quite a number of northern circuits added.

The Ontario court reporting system is probably equal to any in operation, though each court reporter in Ontario

serves a population about double that of the corresponding court official in Michigan and in New York, not including New York City.

President Thomas Bengough read a sketch of the life of the late Charles Currier Beale, and on motion the following resolution was adopted and ordered to be forwarded to Mrs. Beale:

*Resolved*, That the members of the Chartered Stenographic Reporters' Association of Ontario have learned with profound sorrow of the death of Charles Currier Beale, whose kindness in giving us his magnificent illustrated lecture at our convention last summer is still fresh in grateful memory.

Mr. Beale was an honor and an ornament to our profession, which he had thoroughly mastered in its every phase and detail. He was eminent not only as reporter, but as author, lecturer, bibliographer.

As president for some years of the National Shorthand Reporters' Association, and as a constant friend and supporter of that association, to him is largely due the credit of having made it what it is—the largest and most influential body in the world representing the stenographic reporting profession.

We tender to his widow and daughter our profound sympathy in this time of their sore bereavement.

*Further Resolved*, That a copy of this resolution be forwarded to Mrs. Beale, at West Medway, Mass.

The Association sent to the funeral a floral wreath bearing the Association's initials.

A cheering letter, reviewing the shorthand work in Canada for forty years, was read from John Carrick, of Hamilton, one of the original founders of the Association. The use by Mr. Carrick of the word "stenographer" as applied to professional reporters was mildly rebuked by E. E. Houston. Court and other professional shorthand reporters should be called "short-hand reporters," or "stenographic reporters," but in every case the word "reporter" should be used.

## A TOUCH-TYPEWRITING DEVICE.

There is no longer any question as to the value and practicability of touch-operating. The touch-operator works with greater ease and accomplishes more in a day than can the sight-operator. His work is more accurate, his touch more even, his machine makes less noise, and both machine and ribbon last much longer. He is

C. C. Chrisman, of the New St. Louis Business College, St. Louis, Mo. All other attachments of this nature merely obscure the keyboard, while preventing the operator from seeing the keys, also helps him to find them. A small vertically disposed piece of metal called a "center guide" extends from the blind over the keyboard, thus preventing the operator from crossing his hands into the wrong field and, at



able to copy oddly-spelled names much more quickly, and can even copy foreign languages correctly, for his eye is fastened on his work, and he can follow the unfamiliar words letter by letter, spelling them correctly and with no loss of time. It is a well-known fact that the greater part of a stenographers' work consists of typewriting. This being the case, it seems foolish for any one to write in any other way.

A device designed to be a real help in learning touch-typewriting has been invented and perfected by

the same time, *giving him a starting point from the center for each hand on every row of keys.* The upper part of the blind is adjustable vertically and is designed to be used as low as possible in order to make the operator keep his hands down, thus causing him to use the finger movement. Not being able to beat his hands up and down, he can not strike the keys with great force, and thus the usual wear and tear on ribbon and machine are avoided.

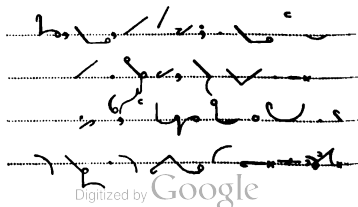
Mr. Chrisman offers this invention not merely for use in schools,

but also for that of thousands of operators who are now writing by "sight" and who would like to learn the "touch" method without giving up their employment and going back to school. To this end he has arranged the device so that it may be instantly attacht in front of any typewriter, no matter what make or what kind of a keyboard, and as quickly detach when it is desired to use the machine for other purposes than practise. Thus the office-worker having a few moments to spare can place the device in front of his machine and practise by touch until actual work has to be done, when the device may be detach and laid aside. After a few weeks' practise in this manner old sight-operators are said to have acquired the power to write by touch exclusively.

In regard to the construction of the device it has been the aim of the inventor to make it so strong that it can not be broken unless great force is used. Although the device is only just now being offered to the public, it has gone through severe tests during a period of over two years, and Mr. Chrisman declares himself satisfied with the manner in which it has stood them all. The inventor for many years taught touch-writing by other methods, but was never satisfied with results. Blank keys at one time appealed to him, but he is now firmly convinced that this method is a failure. Removing the lettering from the keys will not prevent students from watching their fingers; indeed, they will watch them more closely than ever. Moreover, it does not follow that because one can operate a blank keyboard he is a touch operator.

## TOUCH DEMONSTRATION AT IRISH'S UNIVERSITY BUSINESS COLLEGE.

On March 20 a demonstration of rapid touch writing by students was given at the University Business College, of Iowa City, Iowa, of which Miss Elizabeth Irish is the principal and proprietor. The public was invited to witness the workings of the touch method through the means of this exhibition, which Miss Irish quaintly described as "Fingers versus Eyes." The main hall of the school was crowded with intensely-interested visitors, and various tests were made of writing—with a shield, with "blind" keyboards, and with the operators blindfolded. Miss Irish delivered to her guests an interesting address on shorthand and typewriting, which was taken in Benn Pitman phonography by her class and then transcribed on the typewriter without removing their eyes from the shorthand notes. The following-named students participated in the exhibition: Estelle Miller, Reka Sass, Alice Green, Bert Knowles, Maria Legg, Cora Hennessy, Joe Miltner, Mamie Donovan, Etta Stimmel, Blanch Kimple, Ethel Hughes, Marie Vanourny, Della Grizel, and Charles Eglin. The engraving on page 95 shows the class waiting for the word "Go!" on one of the tests.





TOUGH DEMONSTRATION AT IRISH'S UNIVERSITY BUSINESS COLLEGE.



THE UNITED STATES CIVIL  
SERVICE EXAMINATIONS  
FOR STENOGRAPHERS  
AND TYPEWRITERS.—III.

THE OPPORTUNITIES IN THE FEDERAL  
SERVICE.

In the "departmental" service the entrance salaries for stenographers and typewriters vary from \$840 to \$1,200, but in most offices the entrance salary is \$840 or \$900 a year. A few appointments of females are made at \$480 and \$600.

The law requires not less than seven hours of labor each day, except Sundays and holidays, these hours now being fixt at from 9.00 a. m. to 4.30 p. m. (including one-half hour for lunch at midday). Thirty days' annual leave, and in meritorious cases thirty days' sick leave, with pay, are allowed in the discretion of the head of a department.

Competitors are given an opportunity to indicate in their examination papers the salary they are willing to accept, and they will not be certified to positions for which the salaries are substantially less than they express a willingness to accept. One should state the lowest salary he will take; he will be considered for higher salaries if his name is reacht in order.

Male stenographers and typewriters are in demand, and those who are competent and willing to accept the salaries offered have much greater prospects for appointment than applicants for other clerical positions.

Entrance to the service is usually at the lowest clerical salary, the higher salaried positions being filled by promotion of persons already in the service, experienced in the work to be done.

The authorities in recent years

have advertised the stenographer and typewriter examination as one of the most attractive avenues to the classified service of the United States.

The civil service of the Philippine Islands offers excellent opportunities to qualified persons, both in the matter of salary and promotion. On the basis of merit, promotions may be made, under the civil-service law, from the lowest to the highest positions, and the records indicate that qualified appointees have been rapidly advanced. The entrance salary is \$1,200 per annum. The government, when necessary, will after two years' satisfactory service in the Islands refund the actual and necessary traveling expenses from one's place of residence in the United States to the Philippines, with half salary from the date of embarkation to arrival in the Islands, if direct route has been used.

Generous vacation leave is granted, and employees serving three years or more may visit the United States, with half pay for sixty days in addition to the accrued leave with full pay, in itself thirty or thirty-five days per annum.

The usual entrance salary for stenographers and typewriters on the Isthmus of Panama is \$1,500 per annum. Salary begins upon date of embarkation at port of departure from United States. Transportation from that port to the Canal Zone is free, meals on steamer included.

Leave is at the rate of six weeks for each twelve months of service. Where practicable, bachelor quarters on the Isthmus will be provided as they may be available.

For the position of male stenographer and typewriter the number of eligibles has not been sufficient

to meet the needs of the various services.

For the last year for which figures are available it appears that 983 males and 558 females were examined for stenographer and typewriter; 416 males and 269 females past, and 375 and 141, respectively, were appointed at salaries ranging from \$480 to \$1,500 per annum.

A special examination for expert stenographers was held early in 1907, the dictation being given at the rate of 140 words a minute to start the exercise, the speed increasing to 200 words a minute at the close. Eligibles were desired at that time for vacancies in the service of the Interstate Commerce Commission at \$1,500 per annum and traveling expenses.

Other special examinations are occasionally held for stenographers with certain qualifications, such as knowledge of French, German, or Spanish.

All such special examinations, however, are infrequent, being ordered only as such eligibles are called for by the department affected, and due announcements are made by the commission when such examinations are scheduled.

Age limits for United States civil service examination for stenographer and typewriter are as follows:

Applicants for service in the United States proper must be 18 years or over; candidates for Panama Canal service must be between 20 and 45 years, and those desiring to go to the Philippine Islands must be between 18 and 40. The applicant's age on the date of examination must be within the requirements indicated.

The average age of appointees to all Federal positions has been found to be 28 years. The young pho-

nographer from 18 or 20 up to say 30 years of age therefore has his best opportunity for appointment to the service of the Federal Government.

## AN OFFICE IDYL.

BY CLARA ODELL LYON, CINCINNATI.

Sing a song of shorthand,  
A note-book full of "pi,"  
Four-and-twenty pages  
For transcribing by and by.  
When the task is ended,  
The Maid will want to sing.  
What a pretty pile of work  
She to the Man will bring!

The Man is in his office,  
Trying to make money.  
The Maid is at her type-machine,  
Feeling sweet as honey.  
When, oh, she makes an error,  
It fills her soul with dread,  
Along comes the Man, then,  
And takes off her head.

## EDITORIAL.

### A CASE OF STANDARDIZATION.

The fact that practically all the railroads of the United States have adopted 4' 8½" as the standard gage for building their tracks has been aptly cited as an illustration of the inevitableness of universal standardization whenever it becomes necessary to secure the highest efficiency in the workings of any great means of intercommunication. In fixing upon a standard it is, of course, of the highest importance that it should be ideally the best. But plausible arguments can always be brought forward to show that

this or that slight modification is necessary in order that absolute perfection may be attained. And, unfortunately, the innovators are seldom agreed among themselves as to just what particular modification is necessary, and if the world were to wait until they had finished their jangling no such thing as standardized methods of intercommunication would ever be known.

For years the great Pennsylvania Railroad stood out for a gage of 4' 9", and so built its tracks, but in the end it became apparent that any mere theoretical engineering advantage which might lie in that added half-inch was the veriest trifle in comparison with the advantage of a free interchange of rolling-stock with all the rest of the railroads of the country, and the Pennsylvania Railroad was accordingly standardized.

The proof of the pudding is in the eating. When a system of shorthand has lasted more than half a century, tried and tested, as the Benn Pitman system has been, by all the uses to which such a system can be put, and when at the end of that time it is found to be used by a greater number of writers than are all other systems put together, it may be pretty safely admitted that it has earned its position by its solid merits and that it is entitled to universal adoption as the standard.

## CORRESPONDENCE.

HOW SHALL WE DISTINGUISH  
"HOLD" - "LOAD?"

GOLDEY COLLEGE, }  
WILMINGTON, DELAWARE, }  
February 15, 1909. }

The necessity of distinguishing the words *hold* and *load*, which occasionally clash, is generally recognized, but there does not seem to be uniformity in the way of doing it. Some writers prefer the vowel method, writing the word "*load*" and its derivatives thus: *load*  $\curvearrowright$ , *loading*  $\curvearrowright$ , *loads*  $\curvearrowright$ , *loader*  $\curvearrowright$ , etc. Others favor changing the outline for *load*, the series then having the following forms: *load*  $\curvearrowleft$ , *loading*  $\curvearrowleft$ , *loads*  $\curvearrowleft$ , *loader*  $\curvearrowleft$ , etc.

With a view to establishing uniformity of representation, I would like to see in these columns an expression of the opinion of experienced writers and teachers in regard to this matter.

J. E. FULLER.

A SELF-INSTRUCTED PHONOGRAPHER'S  
PROGRESS.

139 VAN BUREN AVE., }  
OTTUMWA, IOWA, }  
February 22, 1909. }

Perhaps it will interest you to know that on February 5 I was appointed second stenographer to Mr. M. T. McClelland, manager of the jobbing department of John Morrell & Company's Pork Plant of this city. I am glad to be able to tell you of this, for I work very hard to enable myself to handle a position of this kind, and I thought at times that I would never make a success of it, on account of some

of the intricacies and obstacles I met with in my study of shorthand. Many a weary evening I spent studying and worrying, reasoning and analyzing. Soon, however, the twisting, squirming outlines evolved into a beautiful, graceful writing, and the practise lessons grew from a tiresome monotony to a source of enjoyment and pleasure.

I find the *Amanuensis* growing deeper and deeper as I study it now in connection with the *Companion*, which I find a ready assistant in my work. The books of *Business Letters* were of inestimable assistance to me in the way of practise and information, and but for them and the *MAGAZINE* I should be groping yet. My wife dictated every letter in them to me from ten to fifteen times. In the *MAGAZINE* I found invaluable instruction of a kind that would be of benefit to any stenographer, but especially to those who are self-taught, and who have not had the benefit of a teacher in modern business methods. In Fuller's *Touch Writer* I found not only a thorough instructor, but a library of information on the different forms of arrangement. It is a book that every operator should have within easy reach.

JOHN P. GALLAGHER.

## ANSWERS TO CORRESPONDENTS.

STATE LAWS RELATING TO LAW REPORTING.

W. A. R.—The laws under which official court reporters are appointed vary considerably in the different states, and sometimes in different courts in the same state. Several years ago a digest of the state laws on this subject was com-

plied and publishd by the National Shorthand Reporters' Association, and, we believe, it may still be obtained of the secretary of the association, Kendrick C. Hill, Federal Building, Trenton, N. J., or of the secretary of the legislative committee, Charles F. Roberts, New Haven, Conn.

## ABOUT HOLDING THE PEN.

C. R. R.—The directions for holding the pen in phonographic writing, given on page 41 of the February issue of the *Phonographic Magazine*, distinctly state that the pen is to be held "as in writing longhand." It is not the intention there to indicate that the penholder should be held between the first and second fingers, as is taught by some teachers of shorthand. This is a method we do not believe is, in ordinary cases, desirable. It is our advice that the pen be held as in writing longhand; that is to say, between the thumb (on the left side of the holder) and the first and second fingers (on the right side of the holder). If the pen is held in this manner there will be no difficulty in executing the dropping inflection of the thumb as a preparation for writing the shaded horizontal strokes, and of restoring the pen to the normal position the instant such stroke is completed.

A MATTER OF PRONUNCIATION.—NOT A FAULT, BUT A WASTE.

I. M. N.—Your difficulty is one of pronunciation, and not of phonography. The vowel heard in *pa*, *qualm*, *mar*, is quite distinct and different from the vowel heard in *pod*, *Morris*, *not*, *lock*. The former is a long vowel, and the latter is a short vowel. The duration of the two vowels is distinctly different,

and when both are correctly pronounced this difference of length is appreciable to the ear. Moreover, there is a difference in quality. In pronouncing the former (the vowel represented in phonography by the third-place heavy dot) the jaws are nearer together than they are in pronouncing the latter. In pronouncing the vowel represented in phonography by the first-place light dot the mouth is more widely opened (the jaws are further apart) than in pronouncing the vowel heard in *pa*. Moreover, the vowel heard in *pod* is slightly "rounded," that is to say, in pronouncing it the opening of the lips is more contracted at the corners than is the opening of the lips in pronouncing *pa*. Study these suggestions, and also look up these words in any of the leading dictionaries (Webster's International, the Century, or the Standard) noting how the letters representing these vowels are marked, and then look up many other words containing the same vowel sounds, and pronounce them aloud and compare them carefully. Then listen to the pronunciation of such words by other people (especially by people who are careful and scholarly in their habits) and you will soon come to perceive clearly the difference between the two vowels.

There is no violation of any fundamental principle involved in the practise of placing the outlines of *all* words in position in accordance with the place of their accented vowels, but it is a great waste of time and energy to the reporter to do this. It is superfluous and unnecessary to write the long outlines in position, for they are just as legible on the line, and it is easier and saves time to write them on the line. Study paragraph 284

of the *Phonographic Amanuensis*, and you will have the line of division between long and short outlines clearly pointed out to you.

### DOTS AND DASHES.

A ROLAND FOR HIS OLIVER.-- Councilman Hi Gill advertised for a stenographer some time ago, and the morning a certain young lady applied for the position at his office he was in a rotten frame of mind. Hence the following conversation:

"Munch chocolates?" he askt.

"No, sir."

"Talk slang?"

"No, sir."

"Make eyes at fellows when you are not busy?"

"No, sir."

"Know how to spell such words as 'cat' and 'dog' correctly?"

"Yes, sir."

"Gossip through the telephone half a dozen times a day?"

"No, sir."

"Usually tell everybody who comes in how much the firm owes?"

"No, sir."

He was thinking of something else to ask her when she put a spoke in his wheel.

"Do you smoke cheap cigars when you're dictating?" she askt.

"Why—er—no," he gaspt.

"Take it out on your stenographer when you've had a row at home and got the worst of it?"

"Certainly no—not."

"Throw things about and swear when business is bad?"

"N-never."

"Go for your employees when they get delayed on a street car in the morning?"

"No, indeed."

"Think you know enough about grammar and punctuation to appre-

ciate a good typist when you get one?"

"I—think—so."

"Want me to go to work, or is your time worth so little—"

"Look here, by Gawd, madam," broke in Hi, "just hang up your things and let's get at these letters."

The stenographer has been there ever since, and the foregoing conversation took place more than a year ago.—*Seattle Argus*.

THE TIRED STENOGRAPHER.—The stenographer is sometimes looked upon as having a "soft snap." One very often hears the adjectives "mechanical," "light," and "easy" applied to her work. An ingenious statistician has taken pains to compile some authoritative figures on this point, which are interesting and enlightening. Very few people have any conception of the high degree of concentration necessarily maintained in the taking down of 8,000 or 10,000 words of shorthand from an ordinarily rapid dictater, unless they have done it themselves. Literary workers in particular consider that they are having an unusual day when they transcribe less than that number of words. In the transcription from notes to type one's mental faculties are again on the alert, in addition to which there is a tremendous physical strain. Frequently we hear some one say: "How easily she runs that typewriter! Why, it's no effort at all—her fingers just slide over the keys!" It certainly does look easy, but every finger as it "slides over the key" strikes a blow equal in pressure to 2½ ounces in weight. In typing, say, 10,000 words, the operator gives something like 60,000 blows on the keys of her machine, in addition to which she returns the

carriage to the beginning of the scale over 1,100 times, exerting a pressure of about one pound each time. By the time the 10,000 words are transcribed the operator has brought a total of nearly four tons physical pressure to bear, aside from the mental energy required, which of course varies in accordance with the ability of the operator. Let us just bear this in mind when our stenographers come home from the office in a state of nervous exhaustion, and not pooh-pooh the idea that they have done a hard day's work.—*Clinton (Mass.) Courant (Editorial)*.

THE "UNIONIZING" OF SHORT-HAND.—The New York *World* reports the fact that in New York City Bookkeepers and Stenographers' Union, Local No. 12,646, recently had a banquet and was addressed by John Mitchell, second vice-president of the American Federation of Labor, and by Mrs. Charlotte Perkins Gilman, on the text "Why Office-workers should Organize." The *World* describes the union as "few in years, poor in numbers, and rich in enthusiasm." About two hundred members attended the banquet. In Chicago last month steps were taken to organize a similar union. George Hodge, editor of the *Union Labor Advocate*, is reported to have entertained at a theater matinee party the shorthand writers employed in the various labor union headquarters of Chicago, having in view the purpose of bringing them together so that they might enroll themselves in a labor organization. The Chicago *News* reports that this organization has been effected and (but this may be a touch of journalistic rhetoric) "has already demanded higher wages and shorter hours." In St.

Louis, Mo., and Portland, Me., local shorthand associations have lately been organized, but they seem to be of the harmless garden variety. The officers of the St. Louis body have in terms disclaimed any sympathy with "unionization," while the Portland association is apparently averse to any idea of "labor," since it has adopted the title "The Lady Bookkeepers' and Stenographers' Association."

A LUCKY COLLECTOR.—John M. Warden, of Edinburgh, Scotland, whose collection of early and recent shorthand publications is well known to *connoisseurs* as one of the most complete and valuable in existence, is receiving the congratulations of his friends on a recent splendid accession thereto. He lately purchased in bulk the library of the late J. Irvine Smith, of Edinburgh, which included 140 books in many ancient shorthand systems, including two Willises, three Sheltons, Dix, Nicholas, Addy, Bordley, Botley, Mason, Metcalfe, Mitchell, Ridpath, Stringer, Simon West, and others only less rare.

UNIFORM EXAMINATIONS IN WISCONSIN COMMERCIAL SCHOOLS.—The committee on uniform examinations, of the Wisconsin Commercial Educators' Association, is making elaborate preparations for its report to the Association at the annual meeting to be held in Wausau, in June or July next. The committee (which consists of J. P. Simon, of the New Era Business College, Superior; E. F. Quintal, of the Green Bay Business College; and W. W. Dale, of the Southern Wisconsin Business College, of Janesville) has prepared a tentative plan of examinations to be used by business col-

leges in the business and shorthand courses. The plan provides for uniform examinations to be held monthly in all colleges represented in the Association by a state board of examiners to be appointed by the Association annually. Communication between the board and schools is through a registrar, located centrally in the state, who also has charge of the custody and the printing of examination questions. The plan contains provision in detail for the attendance of examiners at schools, the distribution of the questions, the conduct of the examinations, the grading of papers, the issuance of diplomas, and the payment of examination fees. This plan has been mailed to the principals of all the commercial schools of Wisconsin, inviting suggestions and criticisms, to the end that the committee may, at the time of the annual meeting, have fully matured a plan which it can recommend without hesitation for the adoption of the Association. As outlined in the tentative plan, the shorthand examination is in three parts, consisting (a) of five non-technical letters of 110 words, each to be dictated in one minute, each to be transcribed on separate sheets on the typewriter in twenty-five minutes; (b) 500 words of general matter, dictated in five minutes, to be transcribed in twenty minutes, and (c) 450 words of legal matter, to be dictated in five minutes and transcribed in eighteen minutes. In marking these papers it is proposed that one mark shall be deducted for each mistake in spelling, one-half mark for each error in typewriting, one mark for each omission or insertion of a word destroying the sense, one-half mark for each omission or insertion of a word preserv-

ing the sense, one mark for each gross error in punctuation. In each case a perfect paper is represented by 100, and the minimum passing grade is 90. The typewriting examination provides for tests on rough-draft copying, copying from print, tabulated work, and a business letter taken from dictation direct on the machine. The final report of the committee will be awaited with much interest by commercial and shorthand teachers and school managers generally.

## SCHOOLS AND TEACHERS.

M. B. McDOWELL, principal of the commercial department of the Bradford (Pa.) high school, writes :

Do you remember while I was talking to you, at Indianapolis, during the convention week, I spoke about a girl who entered my class about the middle of September, and who had accepted a position December 15? Well, she is making good. Her employer says she is a fine stenographer and that he would want none better. I think this is a pretty good record for the girl and for Benn Pitman phonography. We have one period of forty-five minutes each day for phonography. She had spent two years in the literary department of the high school and entered our department last fall as a regular student. She had no previous knowledge of phonography, but she decided to take up shorthand with the class that was reviewing the *Amanuensis* for the last time before they took up advanced dictation. She carried the work right along with the class, and when they had finished the book she was taking dictation at a fair rate of speed. And when this good offer came along she accepted the position and is doing good work. She is seventeen years of age.

## OBITUARY.

THOMAS ALOYSIUS MURPHY.

Thomas Aloysius Murphy, private secretary to Dr. S. R. Barr, superintendent of the Relief Department of the Baltimore and Ohio

railroad, died at his home near Baltimore on the morning of March 29, from heart trouble, after an illness of about two weeks. His funeral took place at St. Augustine's Church, ElkrIDGE, Thursday morning, April 1, and was largely attended by officials and employees from headquarters of the road at Baltimore. Mr. Murphy was in the thirty-sixth year of his age, having been born July 27, 1873. He entered the service of the Baltimore and Ohio as a clerk in October, 1891, studying Benn Pitman short-



Thomas Aloysius Murphy.

hand while serving in that capacity, and in May, 1893, he was promoted and made private secretary to Dr. Barr, which position he held at the time of his death. Mr. Murphy was regarded as one of the most expert shorthand writers in the Baltimore and Ohio service and thoroughly understood the workings of the Relief Department of the road. By faithful and efficient discharge of duty Mr. Murphy endeared himself to Dr. Barr, who regarded him with the affection of father for son.



[Learner's Department.]

## LITTLE LETTERS.—Continued.

Handwritten phonographic examples for lesson 31, showing various letter combinations and strokes on a four-line grid.

31

[To follow Lesson XXVI of  
*The Phonographic Amanuensis.*]

Handwritten phonographic examples for lesson 32, showing various letter combinations and strokes on a four-line grid.

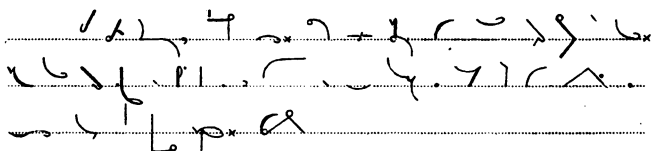
32

Handwritten phonographic examples for lesson 33, showing various letter combinations and strokes on a four-line grid.

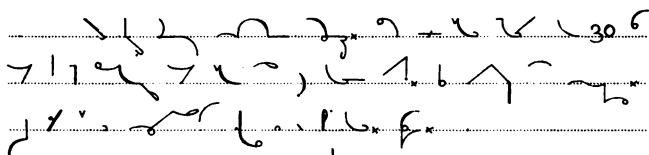
33

Handwritten phonographic examples for lesson 34, showing various letter combinations and strokes on a four-line grid.

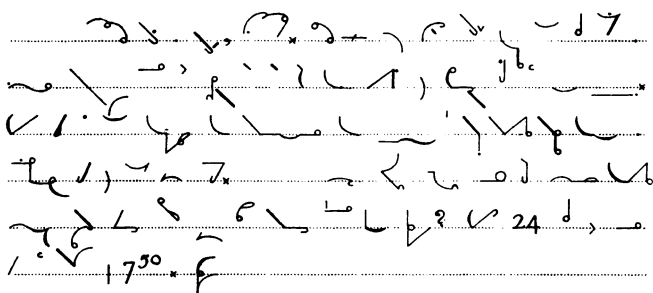
34

*[To follow Lesson XXVIII.]*


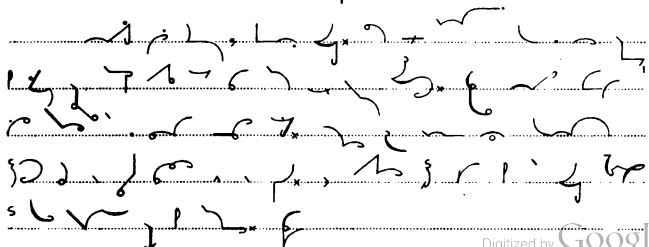
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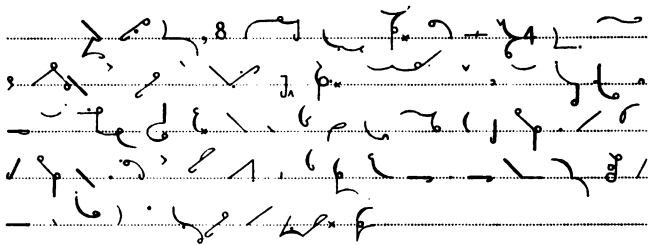
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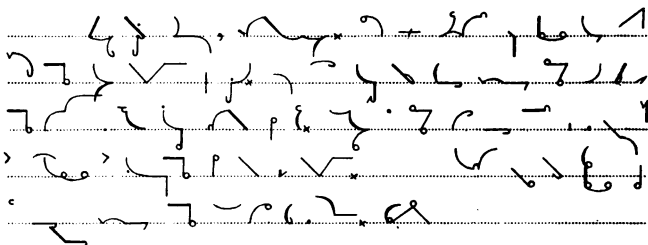
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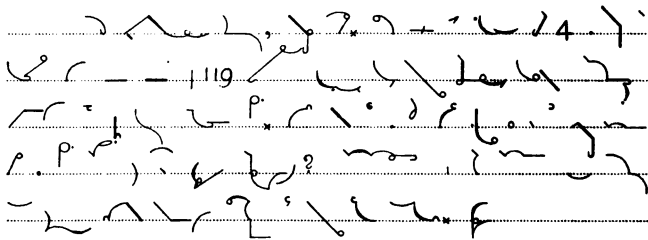
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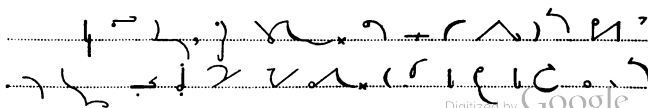


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41

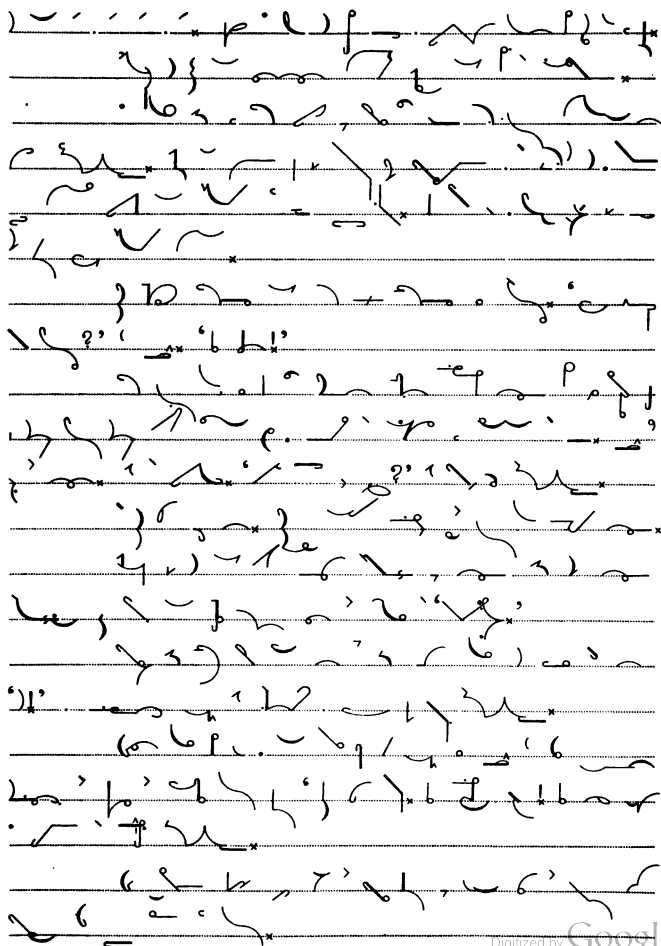
[To follow Lesson XXX.]

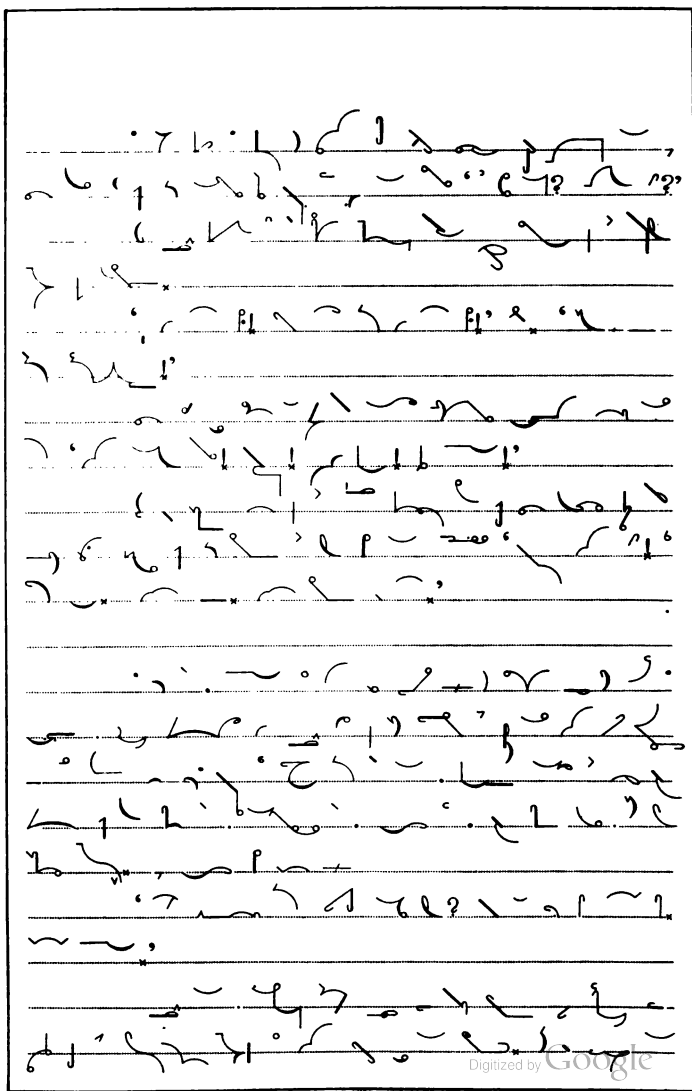


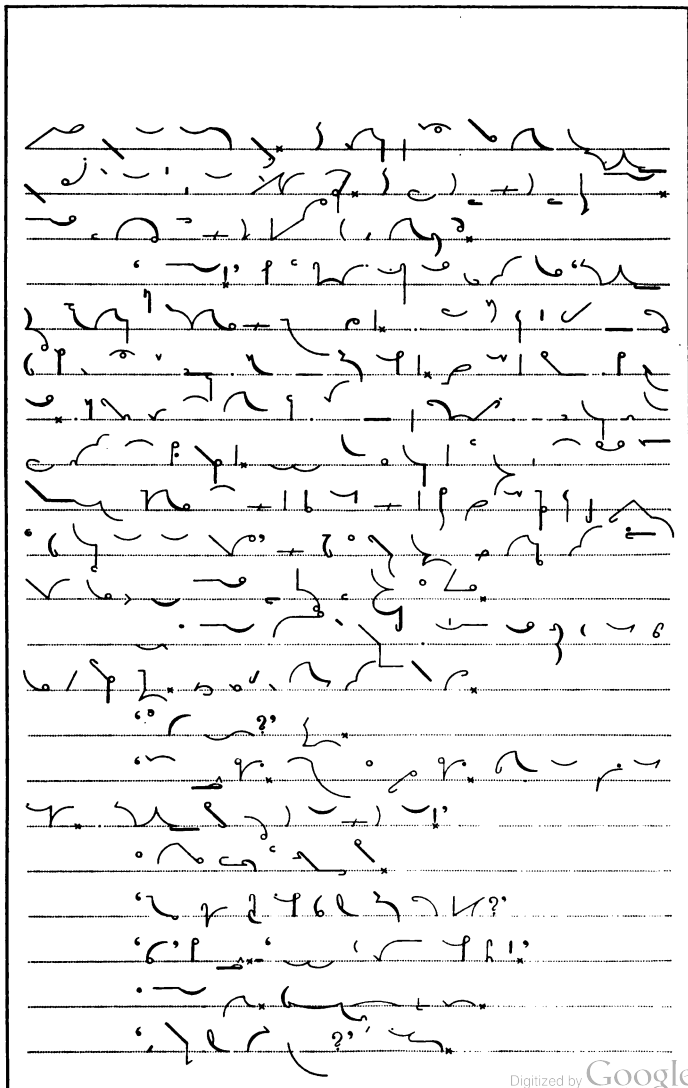
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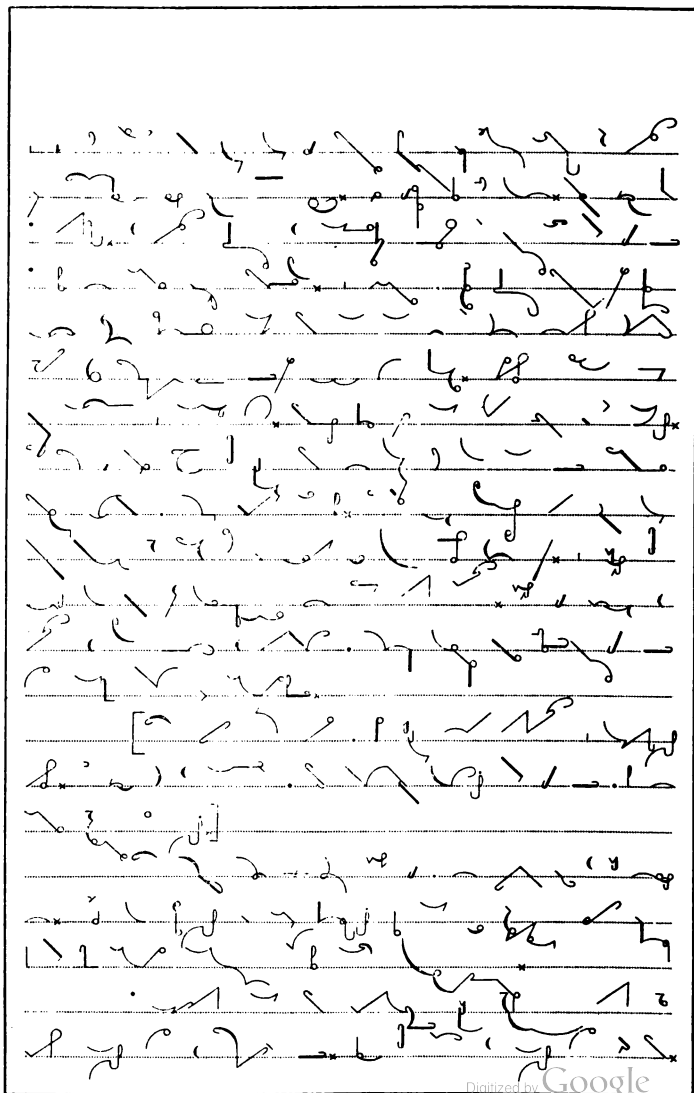
[In the Amanuensis Style.]

## THE NÜRNBERG STOVE.—Continued.









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■ Pernin, 25 writers, 1.5 %.	
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JEROME B. HOWARD, EDITOR.

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# THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

Vol. XXIII. No. 5. }  
Whole Number, 329. }

CINCINNATI, MAY, 1909.

{ Five Cents a copy.  
{ Fifty Cents a year.

TWELFTH ANNUAL CONVENTION OF THE EASTERN COMMERCIAL TEACHERS' ASSOCIATION, APRIL 8, 9, 10, PROVIDENCE, R. I.

What has proved to be one of the most successful and satisfactory conventions in the history of the E. C. T. A. has past into history without a single blot to mar its serenity.

The average quality of the papers was much above par, the accommodations at the Rhode Island State Normal School were the best ever provided, and the weather might have been much worse.

Thursday morning was devoted to several trips in and about the city, many visiting the State capitol (just across the street from the normal school), Brown University, Gorham. Silversmith Company, Brown and Sharpe Manufacturing Company, and several other places of interest.

## THURSDAY AFTERNOON.

Unlike some governors on similar occasions, Governor Pothier was not sick and did not have some other very important business to prevent his attending. On the contrary, he was "Johnny on the spot" and gave a lively, enthusiastic address. Among other things he said: "Our entire educational system must be reared on character.

You commercial teachers should constantly strive to inculcate the principles of business integrity, that those whom you are training to operate the machinery of our commercial life may go forth into the business world with a determination to be 'faithful to whatever trust they may assume." The governor advocated strongly the cultivation of trade relations with South American countries and the teaching of the Spanish language in our commercial courses to facilitate such trade.

Mayor Fletcher, of Providence, was also on hand to extend a hearty welcome to the city. "In the development of our civilization," said the mayor, "the economic progress of our age depends in no small degree upon sound business principles. Ethics and theory are highly important and have their place, but if the business or commercial training of the mind has been neglected, an important factor in the rounding out of a complete educational plan is mist."

The response to these two addresses was made by Mr. T. B. Stowell, of Providence.

The annual President's address read by President E. M. Hull, of Philadelphia, was a very scholarly paper. It was followed by an address by Walter E. Ranger, state commissioner of public schools, who himself has been a teacher of



bookkeeping and other commercial branches.

The two papers on the program to be given by E. E. Merville, of Cleveland, and Chas. T. Platt, of Hoboken, were necessarily omitted, as these members were unable to be present.

The whole time, however, was taken up by the papers of C. E. Doner, Beverly, Mass., and A. W. Holmes, of Providence.

It does n't take much to stir up a discussion among the "penmen," consequently Mr. Doner had his hands full the moment the meeting was open to discussion. It was finally necessary to "choke them off," but they would n't remain choked, even if they had to have a special session, which they did have, Friday morning, from 8.30 to 9.30, while others were preparing the inner man for the day's labor.

Mr. Holmes's paper on "What a Business Man Expects of a Stenographer" deserves to be printed in full, but space forbids. Mr. Holmes enumerated something like a thousand *simple* things a stenographer should and should not do. Common sense ought in many cases to indicate these things to the stenographer, but some stenographers have n't much common sense.

#### THURSDAY EVENING

was devoted to an illustrated address on "The Evolution of Bookkeeping," by E. E. Fowler, and "Specializing in Modern Accounting," by F. I. Brown. Excellent music was furnished.

#### FRIDAY MORNING.

The first paper of the day was by F. G. Nichols, of Rochester, N. Y., on "Suggestions to Teachers of Commercial Law." He dwelt on

the necessity of first determining the time to be devoted to the subject and then outlining the work to fit the time and existing conditions.

Allan Davis, principal of the Washington (D. C.) Business High School, spoke on the "Development of the Business High School." The line of evolution of business education is seen to contain four easily marked stages. What may be termed the business-college stage: the stage of adoption of business branches into the public high schools, in which subjects were taught without special grouping into courses; the stage in which separate business courses were arranged in many high schools, and the stage of the separate commercial high school."

Archibald Cobb, of New York City, next spoke on "What a Typist Ought to Know." "The machine has outstript the operator because of the efforts of the manufacturer to perfect the typewriter. The development of modern business has opened a wide range to the typist. The call now is for office assistants who can use the machine in tabulating, indexing, and other forms of office work formerly done by hand."

F. E. Lakey, of Boston, in speaking on the subject of "Beginners' Bookkeeping in the High School," said the conditions affecting the teaching of bookkeeping in the high school may be grouped under two heads, favorable and unfavorable. Under the favorable head. (1) the equipment of teachers is steadily rising, (2) the pupils are coming rapidly to see the need of persistent, faithful work, (3) the average age at which pupils may begin bookkeeping is steadily ris-

ing—fifteen years in Providence and Boston. Unfavorable conditions are (1) lack of sufficient drill in penmanship, (2) lack of a good foundation in arithmetic, (3) parents do not value the time of their children in the high school highly enough.

C. H. Blaisdell, of the Rhode Island Commercial School, followed Mr. Lakey with an address on "Beginner's Bookkeeping in the Business School." After outlining some of the varying conditions in the business school, he emphasized the necessity of laying a better foundation for the bookkeeping course by instruction in the English department to those who are deficient in the elementary studies. He gave a synopsis of the different methods in use, calling attention to the weaknesses of some and outlining a course for the beginning of the year. He called particular attention to students' outgoing papers, emphasizing neat, accurate billing, and proper form of notes, drafts, etc. He closed his remarks with suggestions to teachers on the checking of books, and how to save time in the schoolroom by having typewritten rules for proving cash and for finding errors in trial balances, etc.

The morning session was closed by a paper by Calvin O. Althouse, Philadelphia, on "A Seminary Method of Teaching Commercial Subjects" and a paper on "Signs of the Times in Commercial School Work," by J. C. Walker, Detroit, Mich.

Friday being a stormy day, more than two hundred members and guests took advantage of a very appetizing lunch provided in the basement of the Normal School.

## FRIDAY AFTERNOON.

The first paper on the program had to be omitted owing to the inability of Ex-Governor Waller, of Connecticut, to be present.

In his paper on "The Perplexing Problem of Commercial English," Carl C. Marshall said: "I can conceive of no more profitless or pleasureless waste of time for any one than to cram himself with the insignificant tweedledums and tweedledees of the average grammar book. Everybody who has read or thought much about language has learned by this time that our English is, practically speaking, a grammarless tongue, and that the thing called English Grammar is mostly an invention of schoolmasterdom and is of about as much use in helping us to use good English as the science of ichthyology would be in helping one to catch fish."

The next paper, on "Business Correspondence," was given to Carl L. Almaier, of Philadelphia. He said: "Business correspondence is not form; it is not penmanship; it is not spelling; it is not grammar; it is not even English; but it is the art or ability of grasping business facts or propositions in their entirety and of discussing them in the form of a letter—clearly, completely, and concisely."

Gertrude W. Craig, of Boston, in her paper on "Typewriting" said: "Teach more about the mechanism of the machine. Have the class about you when you make repairs. Accept nothing but absolutely perfect work. Have many speed drills, but insist on *perfect* work."

"How the School can Help the Graduate" was the title of the pa-

per given by C. B. Pease, of Boston. Among many good thoughts were the following: "A diploma should not symbolize a severed relation. It is not an epitaph. Cultivate the influence of an alumnus."

A. R. Dorman, of Middleboro, Mass., gave an interesting talk on "Commercial Arithmetic." He had submitted a number of questions to business men, and their answers indicated that they all use billing, commercial discounts, interest, and bank discounts in one form or another.

The storm cleared away in the afternoon, and the weather was perfect for the annual banquet, which was held in the gymnasium of the State Normal School. The decorations, the music, the menu cards, the speeches, and the banquet itself have never been surpassed in the history of the association.

The toastmaster, Chas. M. Miller, of New York City, was taken suddenly ill during the banquet and was obliged to retire, going home to New York early Saturday morning. His place as toastmaster was very ably filled by C. O. Althouse, of Philadelphia. The speakers were Judge Charles C. Mumford; President Faunce, of Brown University; Walter H. Small, superintendent of public schools, Providence; Nathan W. Littlefield; and John W. Cass, postmaster, Woonsocket, R. I.

#### SATURDAY MORNING

was devoted wholly to the shorthand and typewriting speed contests. Nellie M. Wood and Rose L. Fritz each successfully defended her world's championship, in rapid shorthand writing and typewriting respectively.

Miss Wood made a new record of  $264 \frac{4}{5}$  words a minute for five consecutive minutes. The test as read was 1,386 words of testimony in five minutes, and in arriving at the net rate deductions were made for 64 errors made within the five minutes. Miss Wood's net speed last year was 253 words a minute. Of solid matter Miss Wood wrote 1,202 words in five minutes, from which 64 words were again deducted for errors, leaving an average net rate of  $227 \frac{3}{5}$  words a minute. Miss Wood having won the Miner medal three successive times, it now becomes her permanent property and is not subject to further contest. There were ten contestants for the championship besides Miss Wood, among them being C. H. Marshall, of Chicago, W. L. Ormsby, of Brooklyn, W. B. Bottome, New York City. Mr. Bottome won second place with  $246 \frac{1}{5}$  words a minute on testimony and  $206 \frac{4}{5}$  on solid matter. The tests were read by Dr. Edward H. Eldridge, of Simmons College, Boston, and George H. McBride, of Philadelphia.

There was no contest for the Miner medal offered to writers who have had a shorthand knowledge and experience of ten years or under.

The school championship's typewriting contest, limited to contestants who began the study of typewriting since January 1, 1908, showed a list of eight entrants: John Sabol, Brooklyn; M. H. Miner, Brooklyn; Florence Wilson, Passaic, N. J.; Marjorie Boss, Providence; Calinta M. Dupont, Springfield, Mass.; Maude Linker, Springfield, Mass.; Corinne Bourdin, Toronto; Ida Blumenson, Brooklyn. The contest was won by

Maude Linker, who wrote 1,789 words in thirty minutes from copy. From these 160 words were deducted as the penalty of making thirty-two errors, leaving 1,629 words net, or 54.3 words a minute. Miss Bourdin came in a close second, having actually written more words gross—1,871—but the penalty for making 49 errors brought her down to 54.2 words a minute net.

## SATURDAY AFTERNOON

brought the final session of the convention, which was opened by Horace G. Healey, of New York City, who read a paper on "Commercial Education in England," in which the British methods were interestingly compared with our own. "Shorthand" was discussed by G. P. Eckels, of Pittsburg, who contended that students should be trained in the kind of work they will be called upon to do when they get into business. The final paper was read by Carlos B. Ellis, principal of the Technical High School of Springfield, Mass., his subject being "Course of Study for a Business High School." Besides thorough and practical training in penmanship and arithmetic, the speaker held that history and English are essential parts of any commercial course, but he deprecated insistence on at least one modern language being taken.

In the business session the treasurer reported the association in a healthy financial condition.

A resolution on the lamented death of Charles Currier Beale was adopted, and the usual complimentary votes of thanks were past.

Washington, D. C., was chosen as the place of meeting next year. The following new officers were elected: President, E. H. Norman,

Baltimore, Md.; first vice-president, Allan Davis, Washington, D. C.; second vice-president, W. H. Kinyon, Pawtucket, R. I.; third vice-president, J. C. Walworth, New York City; general secretary, F. E. Lakey, Boston, Mass.; first assistant secretary, Miss Flora B. Pryor, Waterbury, Conn.; second assistant secretary, Miss Alice M. Wood, Poughkeepsie, N. Y.; treasurer, L. B. Matthias, Bridgeport, Conn.; assistant treasurer, Mrs. L. B. Matthias, Bridgeport, Conn.; executive board, Calvin O. Althouse, Philadelphia, Pa., and Edward H. Eldridge, Boston, Mass.

## A CONFERENCE OF COMMERCIAL HIGH-SCHOOL TEACHERS IN MASSACHUSETTS.

On Friday and Saturday, April 16 and 17, a High-School Teachers' Institute and Educational Conference, under the auspices of the Massachusetts State Board of Education in conjunction with the Massachusetts Agricultural College and the Head Masters' Club of Western Massachusetts, was held at the Massachusetts Agricultural College, Amherst, Mass.

A session of interest to the readers of this paper was the meeting of the commercial section of the Institute in Clark Hall on Friday morning. The first address, on "Bookkeeping Made Practical," was by Arthur J. Meredith, director of the commercial department of the Salem State Normal School. Mr. Meredith made three telling points, first, that every child, regardless of his probable future, should know something of bookkeeping. It is an art useful and almost necessary for all alike. Second, that the student

should be taught the theory of the simple account before he should be introduced to the intricacies of the so-called business practise. Third, that local industries should be considered in the selection of a method of teaching bookkeeping in any high school. The basis of work in a shoe manufacturing town, for instance, should be transactions relevant to the shoe industry.

Mr. Meredith was followed by Carlos B. Ellis, of the Technical High School, Springfield, Mass. Mr. Ellis spoke of "Commercial English." He said, in part, that the commercial English course in a high school should have two aims, by many thought to be conflicting, first cultural, second technical. He advised that pupils first of all be given a thorough course in such literature as would tend to give each child an appreciation of the really valuable in letters. Second, all teachers should strive to make each pupil a thorough and intelligent reader along technical lines. This should be done by the use of reputable magazines and easy technical books in oral and written exercises. Third, he made a plea for better instruction in business correspondence and in such subjects as spelling, punctuation, and the like, which are necessary to the writing of a satisfactory letter.

The session was well attended and enjoyed by all present.

#### RIZAL BUSINESS COLLEGE.

In the last decade we have all heard much of the people of the Philippine Islands—those far-off wards of Uncle Sam whom he is one day to launch upon an independent national life of their own. Their existence has, perhaps, not

come home very vividly to most of us. Except to the small proportion of our fellow-citizens who have lived for a greater or less time in the Philippines, the "touch of nature" has been largely wanting that should make us feel our kinship with our island brothers. Perhaps to the readers of the MAGAZINE the "touch" may be given by the engraving on the opposite page.

It is common-place enough—merely the interior of a school. But this school is in Manila—seven thousand miles away from most of the readers of these words; these young men and women were born subjects of Spain; their mother-tongue was Spanish, or Tagalog, or possibly some one of the many other native languages of the islands; in many points of dress and manners they are more or less removed from American usage. However, with all this there is one respect, at least, in which these young Filipinos are full brothers and sisters to every reader of the MAGAZINE—they are all students of Benn Pitman phonography and are making themselves adepts in the use of its strokes, curves, dots, dashes, circles, hooks, loops, ticks, halvings, doublings.

The school is the Rizal Business College, and it was founded several years ago in Manila by Ernest Staples, who went to the Philippines in the government service and remained there to establish the private commercial school or "business college" in the Islands. This group of his pupils (taken on the occasion of the last Christmas celebration) is a sufficient token of the success that is attending his efforts. In a recent letter Mr. Staples says, "So far as I know the Benn Pitman is the only system of shorthand taught



in the Philippines, although several attempts have been made to introduce other systems."

### THE SHORTHAND TEACHER.

BY ERMINIE A. WILLIAMS, EAGAN  
SCHOOL OF BUSINESS, HACKEN-  
SACK, N. J.

A few years ago a teacher of phonography, when spending her summer vacation in the country, met an old friend who had received a splendid normal and university training for the profession of teaching, and who had then been engaged in the work about five years.

The two teachers began immediately to compare notes.

The normal graduate complained that she was compelled to do a large part of the ninth-grade work, together with instruction in the subjects of French, mathematics, and English in the high-school work; that her evenings and Saturdays were mostly taken up with the correction of papers and preparation of class work; while the salary received was comparatively small.

Her friend laughingly advised her to try shorthand teaching as a profession, saying that she too was obliged to correct papers in the evenings, but that it was done mostly at the evening business school, and that she was given a salary commensurate with the work.

The other replied that in her town it was considered as a sort of term of reproach to be called "only a shorthand teacher" and that many of the college fraternity had said of such that "they were trying to sneak into the profession by the back door."

In answer to this the shorthand teacher quietly pointed out to her, from the PHONOGRAPHIC MAGAZINE

in her lap, a long list of names of people quite prominent in the teaching profession who had entered the phonographic field.

"The day is fast approaching," she said, "when the business-school proprietor will not be satisfied with a raw, half-trained stenographer as a teacher for his shorthand department; for there is as much difference between such a one and the well-trained public-school teacher as there is between a raw recruit and an experienced general. The latter is obeyed instinctively and knows how to get the best results from the motley ranks under his control. Just so the experienced teacher with perhaps only a moderate knowledge of shorthand will be able to secure better results through her knowledge of pedagogic principles and of human nature, through her power of command and her general executive ability, than can a court reporter with a knowledge of shorthand flowing from his finger-tips."

The normal graduate, upon discovering that her friend was receiving a salary of several hundred dollars more a year for merely teaching shorthand and English than she was getting in her high-school teaching, decided to take up the work herself; and, after procuring a *Phonographic Amanuensis* from her friend, she set to work immediately. She made such good progress in her summer vacation that the following year she was able to take charge of the shorthand work in a high school. There she remained one year; then she accepted a position as head of the shorthand department of a large business school in Massachusetts, where she now receives a salary nearly double that she was earning at the time

mentioned in the beginning of our story.

She has now proved to her own satisfaction that it is no longer thought degrading to be "only a shorthand teacher;" and she finds that leading business-school proprietors are becoming more and more convinced that it is much better economy to secure the best teacher to be had at a high salary than a mere would-be teacher at a low rate.

The business world is becoming more discriminating and exacting, and will no longer tolerate the poorly-trained stenographers that some of the low-grade private commercial schools are turning out by the hundreds. Parents would do well to consider into whose hands their children are placed, instead of trying to obtain for them a business education over a bargain-counter.

A few months longer in a reputable school where the pupil shall receive the personal interest and training of an experienced, high-grade teacher, may mean all the difference between a responsible, well-paid position with a respectable business concern, and months of searching for work only to take up with a five-dollar-a-week place, with no chance of advancement in the end.

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## EDITORIAL.

### A MATTER OF PRIDE AND OF DUTY.

Every writer of Benn Pitman phonography should feel an honest pride in the fact that he is a writer of the system that has become the practical standard of American shorthand practise—the system that not only has the largest following

of all the shorthands practised in America, but the one that has a following larger than all others put together. He should feel a pride in being a writer of this system, not merely because it is the most extensively used, but because it is *the best*. He may justly be proud to feel that he has mastered and has at his service the system that has for more than a full half century borne triumphantly all the tests that human experience can furnish to try the merits of a shorthand system.

What does the writer of such a system owe to the system? First of all he owes to the system and to himself that he shall seek to become ever more and more proficient in its use. He should see to it that his mastery of the system is full and complete, and not a mere slipshod superficial acquaintance with it. He owes it to himself that he shall get out of phonography all there is in it for him, and this he can do only by taking it seriously and by devoting to it the full measure of time and effort indispensable to its correct understanding and true mastery.

He owes this, too, to the system, which he took up in the first place with the idea that it was to be a benefit to him. But it is not fair that he should expect to receive and to give nothing in return. If he selfishly or indolently slights the system so that he becomes a "lame



duck," a "half baked" phonographer, he merely brings discredit upon the system and receives little or no benefit himself. It is a law of nature that we can receive only in the same measure as we give, and it is nothing less than immoral to take up the study of shorthand in the hope of getting some good out of it, and yet with the intention of giving nothing of oneself in return. Unless the student of the art reflects some credit upon the system, he gives no fair return to it for the benefits it confers on him.

Again the writer of phonography fails of his full duty toward the system who does not feel himself bound to help on, to the extent of his powers and opportunity, the movement which is tending more and more to bring to pass the day when shorthand shall be practised as a great national art by means of a single accepted standard. It was this vision that was in the mind's eye of that great reporter Edward V. Murphy when he wrote to Benn Pitman: "We have but one system of writing longhand; why should we have almost countless systems of writing shorthand? What a tremendous stride it would be in the advancement of our art if there could be universally adopted by shorthand writers (with such modifications, of course, as long practical experience may have shown to be wise and advantageous) the standard for which you have battled

so long, so ably, and so consistently—a standard which has been demonstrated by a long line of eminent practitioners to be equal to the greatest demands upon reportorial skill!" These words were written in 1901, and every year since that time has marked an increase in the proportional following of the Benn Pitman system, so that it is not too much to expect that Mr. Murphy's vision will yet be realized as a matter of sober fact.

It is the duty, we say, of each writer of the system to aid in this consummation. Why? Because as a right-minded human being he should wish to see extended to the greatest possible number of persons all benefits and all advantages that he himself enjoys; and, in the second place, because it is a fact that the usefulness of the system to each writer of it will be practically increased in proportion to the number of writers. It is like the telephone. the greater the number of instruments on your exchange, the greater the number of persons each subscriber has the privilege of talking to. The more writers of Benn Pitman phonography there are the greater is the number of persons with whom it is possible for you to communicate in phonographic writing. When this idea of *standardization* becomes just a little more fully understood, there will be a tremendous increase in the use of phonography as a means of letter-

writing, direct, without the use of longhand or typewritten transcripts. The extent of its use to-day in this manner, could it be shown, would astonish even the most enthusiastic phonographer. No one knows better than the postal-clerks of the large cities how many postal-cards written in shorthand go through their hands.

How can the writer of the system perform his duty to speed the day to phonographic uniformity?

First. By using his phonography as extensively as possible in his written intercourse with other phonographers. Write your letters in phonography whenever you are addressing them to another writer of the system. It will save you time and it will be a hint to him to make similar use of the system in writing to you.

Second. Speak well of the system whenever you have opportunity. If it has done well for you, do not fail to say so. And especially when you see any young man or woman not yet a shorthand writer drifting into the study of an inferior system, speak to him a few words of shorthand wisdom and *head him right*.

Third. Acquaint yourself with the schools in your city or neighborhood in which the system is taught, and lend to them the support of your friendship and influence. Visit these schools and cultivate the acquaintance of the younger writers of the system as they go forth

thence, so that they may feel that they are members of a great compact brotherhood and may rejoice in the association.

Fourth. Then there is the matter of formal associations of shorthand writers. It would be well if in every community there were one or more "Benn Pitman phonographic societies" made up of writers of the system of all sorts and conditions, the aim being the improvement of the members as writers of the system—the cultivation of accuracy and expertness in writing through the mutual co-operation of the members, affording practise and training to each other. Such associations could combine many pleasant social features with the solid work of phonographic improvement, and thus become as delightful as they are beneficial.

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## CORRESPONDENCE.

THREE SISTERS BECOME RAPID PHONOGRAPHERS.

BERWYN, ILL., *April 19, 1909.*

Perhaps your readers would be interested to know that twenty-three years ago my two sisters and I sent to your house for a *Manual and Reporters' Companion*, and with these two books and some will power we became rapid reporters. All three have filled positions of honor—my first call was from the governor of one of our Western states. One sister was with another governor four years, besides doing much reporting. Both sisters attained a speed of over two hun-

dred words a minute, but I do not think I went beyond 170, as I was not expecting to use my shorthand. I married happily, and the two sisters, with a brother, are the owners and managers of a fine manufacturing machinery plant. I write this for the encouragement of others who may wish to follow.

Mrs. C. S. BURT.

### ANNOUNCEMENTS.

CENTRAL COMMERCIAL TEACHERS' ASSOCIATION.—PRESIDENT'S ANNOUNCEMENT.

The coming meeting of the Central Commercial Teachers' Association to be held at Des Moines, Iowa, on June 3, 4, and 5, promises to be the most enthusiastic and beneficial session yet held. I wish by this means to extend a cordial invitation to all business educators, in whatever kind of school, to attend this meeting.

Our executive committee has the program finished and it is appended hereto. A number of schools are planning to send representatives to compete for the Brown Trophy in the typewriting contest. This meeting ought to be especially attractive to teachers young and old. It pays to meet the best people in our line of work. Get their ideas and absorb some of their enthusiasm. This affords the ideal opportunity.

This meeting also should be of special interest to school proprietors, as a number of things are planned that will prove so valuable that no one can afford to miss it. In fact every effort is being put forth to make this meeting just such a meeting as will be highly profitable to every one engaged in the teaching of bookkeeping, short-

hand, typewriting, and kindred subjects.

Railroad fares are within reason nowadays. The time of year is such that all schools may close profitably for the entire session. Every member of the C. C. T. A. is a booster. The rules covering the typewriting contest will be sent to those who are interested. Pass the word along. This will be a good meeting and every up-to-date and enthusiastic teacher is cordially invited to attend.

R. H. PECK, *President.*

### PROGRAM.

#### THURSDAY EVENING.

Reception Musical Program, Registration.  
C. C. C. College Auditorium.

#### FRIDAY MORNING.

9-10.

Address of Welcome.  
Response.  
Music.

*Model School, 10 A. M. to 12 M.*

*Business Section.*—10-10.30—A Model Lesson in Commercial Law—C. E. Birch, Lawrence, Kans. Critics, J. A. Lyons, Chicago, Ill.; Geo. W. Jones, Des Moines, Ia.

10.30-11.00—A Model Lesson in Arithmetic—G. E. King, Cedar Rapids, Ia. Critics, W. A. Warriner, Des Moines, Ia.; W. R. Stouffer, Des Moines, Ia.

11-11.30—A Model Lesson in Bookkeeping—W. H. Gilbert, Marshalltown, Ia. Critics, C. Bayless, Dubuque, Ia.; S. H. Goodyear, Cedar Rapids, Ia.

11.30-12.00—A Model Lesson in Penmanship—A. N. Palmer, New York City. Critics, G. W. Brown, Peoria, Ill.; W. C. Riddell, Des Moines, Ia.

*Shorthand Section.*—10-10.30—A Model Lesson in Typewriting—Elizabeth Van Sant, Omaha, Neb. Critics, W. L. Musick, St. Louis, Mo.; John R. Gregg, Chicago, Ill.

10.30-11.00—A Model Lesson in Dictation—Mary Horner, Waterloo, Ia. Critics, J. A. Gunsolley, Lamoni, Ia.; Carrie A. Clarke, Des Moines, Ia.

11-11.30—A Model Lesson in English—C. T. Smith, Kansas City, Mo. Critics, W. N. Watson, Lincoln, Neb.; G. A. Rohrbough, Omaha, Neb.

11.30-12.00—Free for all. General subject. "What I Want to Know."

## FRIDAY AFTERNOON.

- Business Section.*—1.30-4.00—Reports of Critics and Discussions.  
*Shorthand Section.*—1.30-4.00—Reports of Critics and Discussions.  
*General Session.*—4.00-5.00—President's Address and Discussion. Business Session.  
 5.15-8.00—Complimentary Banquet at Chamberlain Hotel.  
 8.15-11.00—Theater Party, Ingersoll Park. Courtesy Des Moines Commercial Club.

## SATURDAY FORENOON.

- 9-9.45—Address—Dr. Wm. A. Scott, University of Wisconsin.  
 9.45-10.30—Address—Mr. W. N. Ferris, Big Rapids, Mich.  
 10.30-11.15—Question Box and General Discussions.  
 11.15-12.00—Election of Officers, etc.

## SATURDAY AFTERNOON.

- 1.30-2.30—Typwriting Contest for Brown Trophy.  
 2.30-5.00—Visit to Des Moines Army Post. The largest modern cavalry post in America.  
 5.00-9.30—Consultation of railroad time tables.

## PENNSYLVANIA SHORTHAND REPORTERS' ASSOCIATION.

OFFICE OF THE SECRETARY, }  
 438 LAND TITLE BUILDING, }  
 PHILADELPHIA, May 1, 1909. }

The eleventh annual meeting of this association will be held at Scranton, Pa., on Wednesday and Thursday, July 7 and 8, 1909. A program of exercises will be sent you later.

The meeting will be one of unusual interest, as some material changes in the by-laws will be proposed, with a view to making the association still more useful to stenographers.

Please bear the date in mind and arrange to attend if possible.

Yours truly,  
 WM. M. CLIFT, *Secretary.*

## NATIONAL EDUCATION ASSOCIATION.— DENVER CONVENTION.

On July 5 to 9 the N. E. A. holds its forty-seventh annual convention in Denver. Low railroad fares have been secured, good returning until September 1. The Brown Palace Hotel is the headquarters of the association, and good accommodation can be secured in the various hotels of the city at from one dollar a day up. Lorenzo D. Harvey, Menomonie, Wis., is president of the Association, Irwin Shepared, Winona, Minn., is its secretary. S. R. Hoover (director of the commercial department of the West High School, Cleveland) and Harry C. Spillman (of the commercial department of the Butte High School, Butte, Mont.) are, respectively, president and secretary of the Department of Business Education.

## LOUISVILLE MEETING OF THE NATIONAL COMMERCIAL TEACHERS' FEDERATION.

The general executive committee of the National Commercial Teachers' Federation met at the Galt House, Louisville, Ky., April 10, 1909. Enos Spencer, chairman, Jerome B. Howard, J. D. Bruner, H. O. Keesling, and J. T. Gaines, of the committee, and M. H. Lockyear, president of the Federation. In the absence of the general secretary F. M. Van Antwerp was appointed to act as secretary for this meeting.

Although a little early for definite action, the program for the December convention was outlined and all preliminary arrangements were made for the meeting. The Galt House, that grand old Southern hostelry that has been the scene of so many historic incidents in

by gone days, was selected as Federation headquarters. All the meetings of the Federation and sections will be held under the hotel roof, and the members whose good fortune it will be to be present will mingle together for three days as one big, happy family, surrounded by the comforts and air of hospitality that can be found in no other hotel in the country. Rates for rooms without bath, one dollar and up; with bath, two dollars and up; special rates for parties of four occupying one large room. Reservations can be made at any time through the chairman of the executive committee.

Publishers and others desiring to make exhibits will rent rooms or space for exhibition purposes from the hotel company, and all arrangements for exhibit space should be made with the hotel company.

The committee voted unanimously to issue a neat, attractive program containing no advertising.

The convention will open on Monday evening, December 27, with an informal reception and registration of members, and continue through the 28th, 29th, and 30th, closing with a grand Old Kentucky Dinner on the evening of the 30th. The Old Kentucky Dinner will be a unique and magnificent affair in the banquet line, the like of which the Federation has never seen, and it will be free to the members. The Federation will on that evening be the guests of the commercial teachers of Louisville and New Albany and partake of their hospitality.

The commercial teachers of Louisville and New Albany gave a reception and dinner to the executive committee on the evening of April 10, at which about forty teachers were present. Federation enthusiasm was at a high flood.

The local members of the profession propose to leave no stone unturned to make the 1909 convention of N. C. T. F. the greatest meeting ever held, and if the good-fellowship and hospitality manifest at the dinner given the executive committee is a sample of what they are going to do for the Federation, it can be truthfully said that any commercial teacher in America who misses the 1909 convention will miss a rare treat such as comes only once in a lifetime.

Begin right now making your plans to spend three days and four nights in Louisville next December. They will be three of the happiest and most profitable days you have ever spent, and at the end of the fourth night you will be so charmed with Southern hospitality that you will never want to leave Louisville and the old Kentucky home.

#### SCHEDULE OF MEETINGS.

*Monday, December 27, 1909.*

8.00 P. M.—Informal reception and registration of members.

*Tuesday, December 28, 1909.*

8.00 A. M. to 10.00 A. M.—Meeting of Advisory Council.

10.00 to 12.00.—Meeting of General Federation. Address of Welcome by Mayor and Governor. Response. President's Address. Report of General Secretary. Report of Treasurer. Report of Committees. Appointment of Committees.

2.00 P. M.—Meeting of Sections.

8.00 P. M.—General Federation. Three Papers.

*Wednesday, December 29, 1909.*

9.00 to 12.00.—Meeting of Sections.

2.00 P. M.—General Federation. Three papers. Selection of place of meeting. Election of officers.

Evening for theater and visiting.

*Thursday, December 30, 1909.*

9.00 to 12.00.—General Federation. Four papers.

1.30 P. M.—Meeting of Sections. Election of officers.

6.00 P. M.—Old Kentucky Dinner. Grand Finale.

## ANSWERS TO CORRESPONDENTS.

### PITMANIC PHONOGRAPHY.

E. D.—You are right in your suggestion that there is in truth but one *system* of phonography. It is indeed true that there have been many variations upon the Pitman system made by Graham, Munson, and others, but the fundamental structure is the same in all of them, and these variant forms of phonography do not deserve to be called distinct systems. The Isaac Pitman "system" itself as now published is simply one of the more recent variant forms of the system. It is the recognition of the fundamental identity of these forms of phonography that has led, of late years, to the use of the term *Pitmanic phonography* to designate the system in the broad sense, which includes all variations upon the original system produced in England in 1840 by Isaac Pitman.

### THE AMANUENSIS' SALARY.

H. A. K.—The salaries paid to amanuenses is not determined by any standard scale. There are many who are getting five dollars a week, and who are overpaid. There are others who receive twenty-five hundred dollars a year, and fully earn it. It is all a matter of ability in the amanuensis to do the work, and ability in the employer to pay. The relation between the amanuensis and his employer is, after all, a purely personal one—the relation between a private secretary and his principal. It is the business of the secretary to make himself indispensable to his employer, and if he does that the employer can not afford to let him go on any reasonable question of compensation.

## DOTS AND DASHES.

EFFECT OF COMMERCIAL COURSES ON HIGH-SCHOOL ATTENDANCE.—The question having been raised in Ansonia, Conn., whether or not it was advisable to introduce a commercial course into the public high school, Superintendent Buckley recently set to work, in a practical manner, to solve the problem by ascertaining definitely how much such a course was desired by the students themselves—how many would profit by it, and how it would affect high-school attendance. This investigation brought out some striking facts. Of 238 pupils who were asked whether, in case such a course were established, they would or would not avail themselves of it, 133 express themselves as intending to take the course if it were inaugurated. Of these there was a considerable number who said that if the course were established they would enter upon or continue high-school attendance, but that they would stop school if the course were not adopted. Says the Ansonia *Sentinel*, editorially: "The figures given by the superintendent would seem to indicate that in one important respect our schools have failed to satisfy a real want. And this is the more deplorable because the lack has been one of those branches of education which is considered an essential in many branches of business and a great aid, certainly, for young people who are ambitious to earn an honest dollar early in life. Even if not thrown on their own resources, it is essential that they become familiar with business forms and customs. We think we see in the commercial course, too, a means by which some in the lower grades would be encouraged to look for-

ward with keener interest to their work in the high school and with a greater determination to attend there instead of dropping out of school entirely, to do they know not what."

**A GREAT EDUCATOR REMEMBERED.**  
—The memory of Thomas May Peirce has been appropriately honored by the Philadelphia board of public education by giving his name to the new school shortly to be erected at Twenty-third and Cambria streets in that city. Dr. Peirce is known to most to-day through the great business school that bears his name. But he was a teacher from the beginning, and before he entered the field of private commercial instruction he gave some years of his life to public-school teaching. In this, as in everything he undertook, he was eminently successful, and as principal of Monroe Grammar School, and afterward of Mt. Vernon school, he was reputed to be the most successful principal in Philadelphia as judged by the proportion of his pupils passing to the high school. This was prior to 1865, in which year he founded Pierce School as a private business college. Later he was offered, but declined, the presidency of Girard College.

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### PERSONAL.

DR. HUGH WATT writes, in beautifully-clear phonographic notes, from Fort Steele, B. C., Canada: "I am very much older than when I learnt phonography, but I still use it and take an interest in all that concerns the art." Dr. Watt ends his letter by sending us his "kindest good wishes to the venerable Benn Pitman," with whom,

he says, he "had some correspondence fifty years ago."

CECIL CLAY, the well-known shorthand reporter of Portland, Me., has been appointed official reporter of the joint commission representing the governments of the United States and Canada to adjust the differences growing out of the use of the St. John river by the lumbering interests of both countries. The commission recently held its first meeting at St. John, N. B.

EUGENE MOREHOUSE, 502 West 176th St., New York City, writes: "As a holder of one of your Amanuensis Certificates, it may be of interest to you to know that I have succeeded in passing the examination for court stenographer, City of New York. I attribute this to the fact that I write Benn Pitman shorthand." Mr. Morehouse passed his amanuensis examination in March, 1903, being recommended therefor by Charles L. Kelly (certificated teacher), of the Spencerian Commercial School, Kingston, N. Y. We congratulate both Mr. Morehouse and his teacher on his having past on from the amanuensis to the professional reporting grade of phonographic writing.

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### SCHOOLS AND TEACHERS.

OVENS SCHOOL, of Pottsville, Pa., is just now moving into new and enlarged quarters with a first-class equipment, to meet the demands of a growing business. T. W. Ovens says: "I started out here in a small way, but kept the standard high. The result is that eighty-five per cent of all the pupils in our shorthand department were, before en-

entering here, graduated from a high school, a normal school, or a public commercial school. And up to this moment every graduate that has left the school has gone right into a position, the last three young ladies going direct to the head of office forces of which two (and in one case four) office helpers were retained as their assistants."

THE MANY friends of W. I. Tinus, co-principal of the Central Business College, of Chicago, will be grieved to learn of his serious illness. In January last Mr. Tinus, who has been an indefatigable worker, suffered a nervous collapse, and this was followed by a complication of ailments, resulting in an operation, in April, at St. Luke's Hospital, of Chicago. Since then he has made gradual improvement, and it is now hoped he may be able to resume his educational duties in the not distant future. A near friend of Mr. Tinus writes, with truth: "I know that this news will be a source of genuine regret to every member of the profession, and that it will elicit the sincerest wishes of all his friends for a speedy and permanent recovery."

JAMES A. MILLS (certificated) is the proprietor of the Yorkville Commercial College, Eighty-ninth St. and Third Ave., New York City. This institution was formerly known as Sweet's Shorthand School, but the name was changed several months ago when the school was taken over by Mr. Mills. In addition to being an able teacher of the Benn Pitman system, Mr. Mills is a skillful reporter and is occasionally engaged as such in expert work. Recently he assisted in the reporting of the annual meet-

ing of the Associated Press, in New York City.

THE ELYRIA (Ohio) BUSINESS COLLEGE, of which Miss E. M. Johnston is the principal and proprietor, was burnt out on the 14th of April, when Elyria was visited by the most disastrous fire in the history of the city. The Elyria Block, in which the school was situated, was a total loss. The *Lorain Daily News*, of the same day, speaking of Miss Johnston, says that she—

gave an exhibition of feminine pluck and resourcefulness this morning that was a revelation to all and an incentive to many men who were inclined to be despondent as a result of their losses in the fire. Arriving on the scene at 3 A. M., to find the block practically a total wreck and no vestige of anything that had belonged to or been identified with the Elyria Business College, Miss Johnston's life work, she stayed on the scene of activity and workt in her own way among the puffing fire-engines and strenuous fire-brigades to bring order out of the chaos wrought by the arch fiend of fire. By daylight she had rented the top floor of the Ely Block, and at breakfast time had a corps of students aiding to clean out the rooms to fit them for occupancy as a school. In another hour she had the nearest lumber-mill saws buzzing on material for temporary platforms, blackboards, and desks; by afternoon had typewriters and books ordered and announced the reopening of the college to-morrow morning.

Good luck to the brave little woman who owns the Elyria Business College! May her misfortune prove (we believe it will prove) a blessing in disguise, and may the school in its new quarters be more prosperous than ever!

THE KANSAS WESLEYAN BUSINESS COLLEGE, of Salina, Kansas, reports a dearth of qualified amanuenses ready to accept vacant positions through the college employment bureau. This scarcity, says the *Salina Union*, "is in face of the fact that the business college keeps



five teachers of shorthand and one teacher of typewriting busy the year round, eight hours a day, besides Mr. Swartz, who drills them in office work and sends them to positions." Two reasons are assigned for this condition of things: "One is that there is now the greatest amount of business being done in the West that ever was done, and the Kansas schools can not supply the Kansas business houses with stenographers and bookkeepers. Another reason is that, when the spring work opened up, farm labor was so scarce that many of the parents had to call the boys home to go to work on the farm instead of letting them finish up, as they had anticipated."

THE COMMERCIAL-NORMAL COLLEGE, of Greenville, Ohio, was established in September, 1908, and, as its name indicates, its specialty is



Clarence Balthaser.

the preparing of teachers for commercial schools, and teachers of shorthand and commerce in the public schools. This department of the work is conducted by Prof. C. Balthaser, a teacher of many years' experience, who has had a wide range of practical experience with

large concerns. Mr. Balthaser is a certificated teacher of the Phonographic Institute, and he will teach the Benn Pitman system of Phonography exclusively, and only a limited number of students will be taken each year. The course of training is very thorough and complete, and requires from one to three years. This school has another department, in which students are prepared for a high grade of shorthand work, higher accounting, and the installation of system and method in large business concerns. Entrance examination will be required from all who expect to prepare for the higher lines of work, and no one will be accepted who is not well enough equipt to stand a reasonable chance to succeed on completion of his studies. While it requires from one to three years to complete these courses, it means something when they have been completed. The motto of the college is, "It pays to prepare properly."

SINCE last reported the Teachers' Certificate has been awarded by the Phonographic Institute to the following-named candidates:

MARGARET D. WARE, Badger State Business College, Milwaukee, Wis. (Honors.)

ISABEL SCANLAN, Badger State Business College, Milwaukee, Wis.

ROBERT DOUGLAS TAYLOR, Pottsville Business College, Pottsville, Pa.

ENGALENA BOWERS, Beatrice, Nebraska.

HENRY BUTTS, Peabody, Kansas.

ANNA MAY ALLEN, The Ramsdell School, Middletown, N. Y. (Honors.)

FRANK BIERNAN, Henager Business College, Salt Lake City, Utah.

STANLEY K. TAYLOR, 3810 Manayunk Ave., Wissahickon, Philadelphia, Pa. (Honors.)

ANNA C. HANSEN, Waukegan Business College, Waukegan, Ill.

T. CLEMENT CORNISH, Cuyler-ville, N. Y. (Honors.)

JAMES A. MILLS, Yorkville Commercial School, New York, N. Y.

SINCE last reported the Amanuncenses' Certificate has been awarded by the Phonographic Institute to the following-named candidates:

Recommended by Rosetta Rosenthal (certificated teacher), Dallas, Texas—

EDITH HECKMAN, Dallas, Texas.

MRS. FLORA EVANS, Dallas, Tex.

DUFFIE REIL, Quanah, Texas.

MARGUERITE EIMICKE, 408 Hickory St., Dallas, Texas.

MRS. E. A. MENCZER, Dallas, Texas.

Recommended by Sister Mary Alphonsa (certificated teacher), Cathedral School, Green Bay, Mich.—

GEORGE J. DUBOIS, 1329 Cherry St., Green Bay, Mich.

Recommended by Beda E. Murk (certificated teacher), Bethany Business College, Lindsborg, Kansas—

MARGUERITE H. JOHNSON, Lindsborg, Kansas.

## OBITUARY.

ANDREW DEVINE.

Andrew Devine, formerly of the corps of official reporters of the United States House of Representatives, died at his home in Brooklyn, May 4.

Mr. Devine was born sixty-seven years ago near Ottawa, Canada. Soon after his twelfth year he be-

gan the study of phonography in Benn Pitman's *Manual* of that day. His first engagement as a shorthand writer was in 1859, in Troy, N. Y. Here he was hired for four dollars a week by a quack doctor, but he soon got more profitable employment in better company. In 1860 he reported proceedings of the New York legislature for the *Albany Statesman*. Soon after he became associated with the late Edward F. Underhill, in law reporting, in New York City. In the last

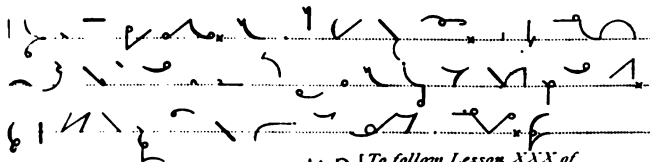
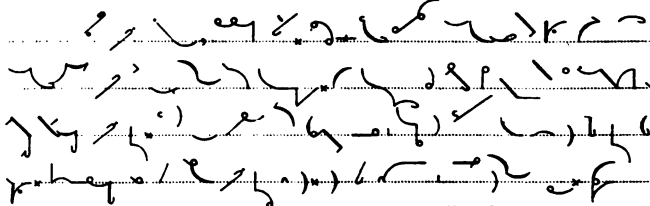


Andrew Devine.

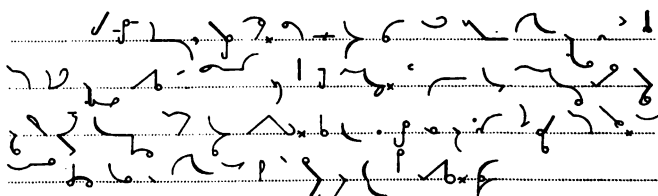
two years of the Civil War he reported many court-martial proceedings, in Washington and elsewhere, and in the years following he did a vast amount of law and general reporting. In 1874 he was appointed by Speaker James G. Blaine official reporter of committees of the House of Representatives, and in 1885 he was elevated to a membership in the corps of reporters of debates. Here he remained until 1898, when he resigned to take the office of vice-president of the American Phonograph Company. During the last ten years of his life Mr. Devine lived in Brooklyn and did little or no shorthand reporting.

[Learner's Department.]

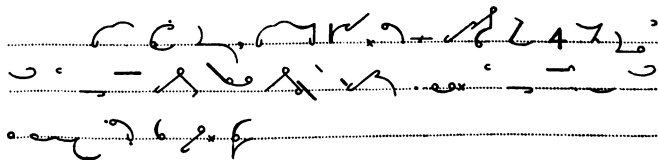
## LITTLE LETTERS.—Continued.

42 [To follow Lesson XXX of  
The Phonographic Manual.]

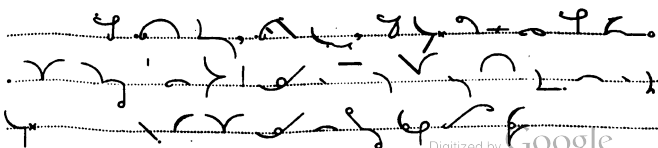
43 [To follow Lesson XXXII.]



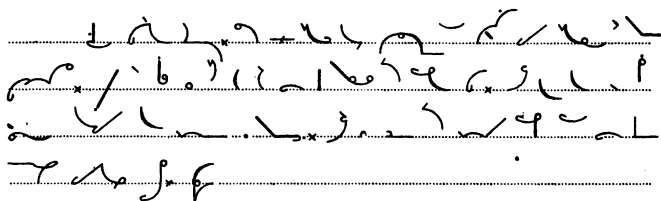
44 [To follow Lesson XXXIV.]



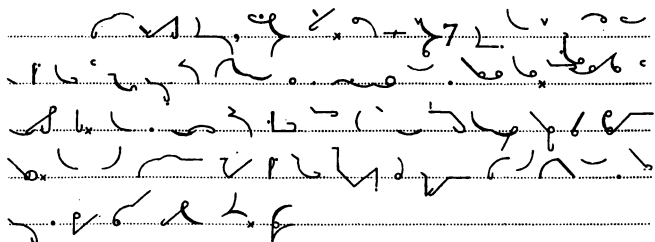
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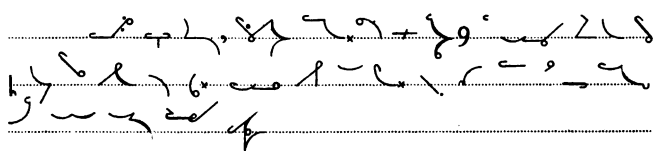


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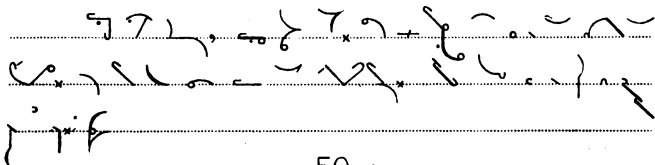


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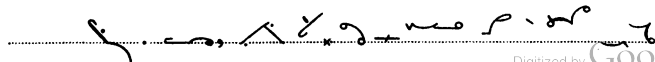
[To follow Lesson XXXVI.]



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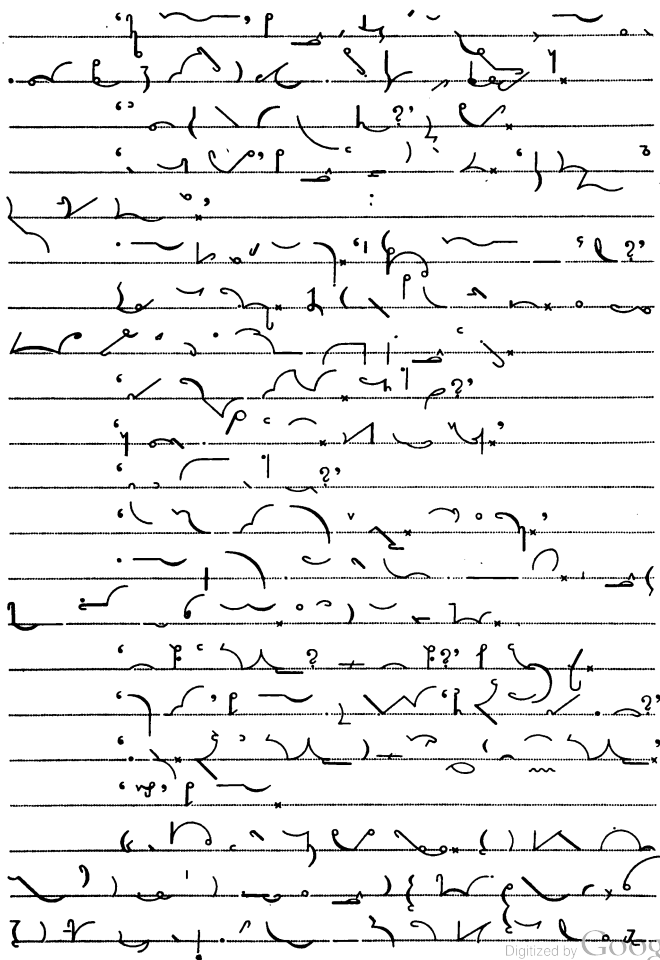
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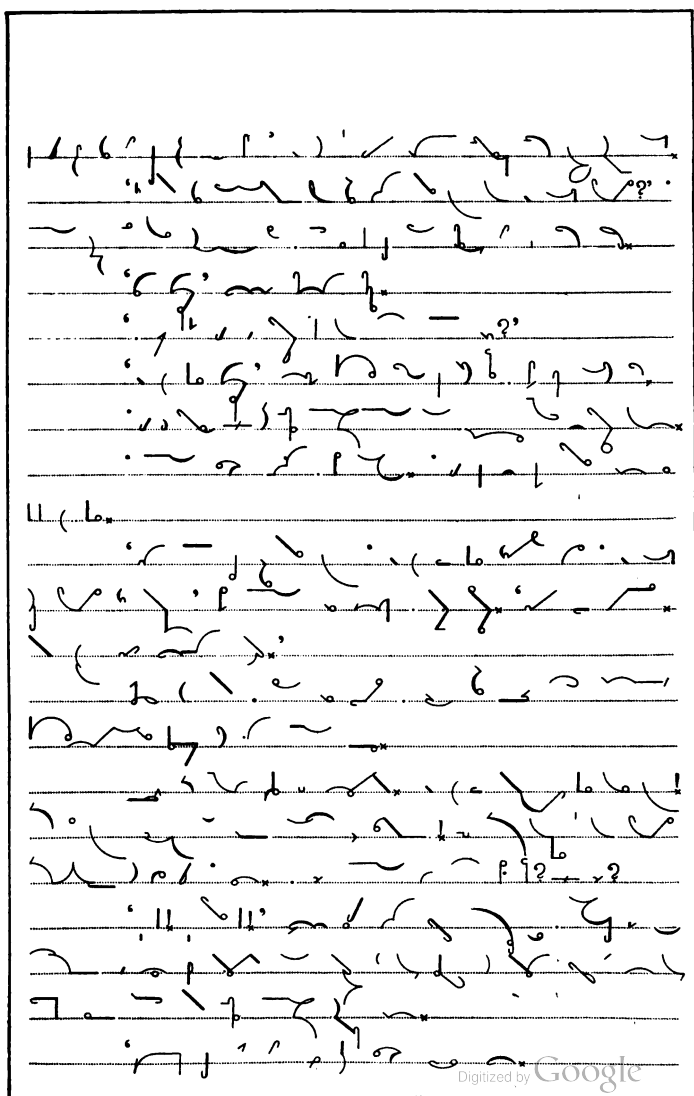
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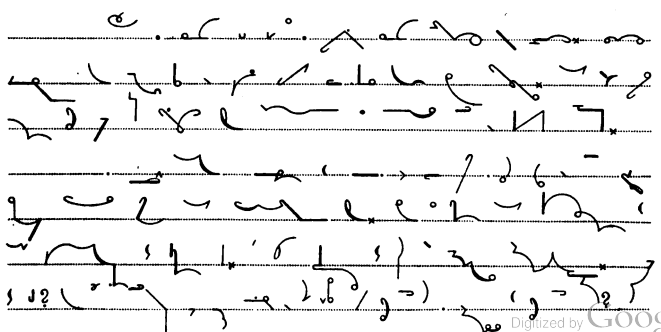
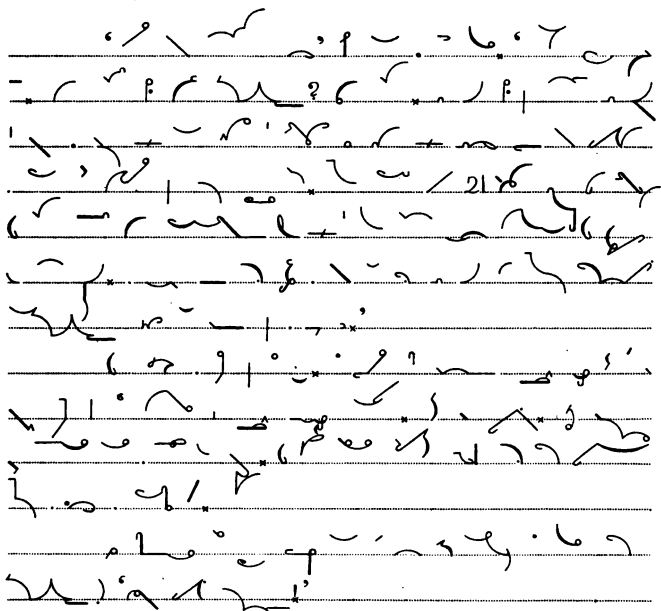
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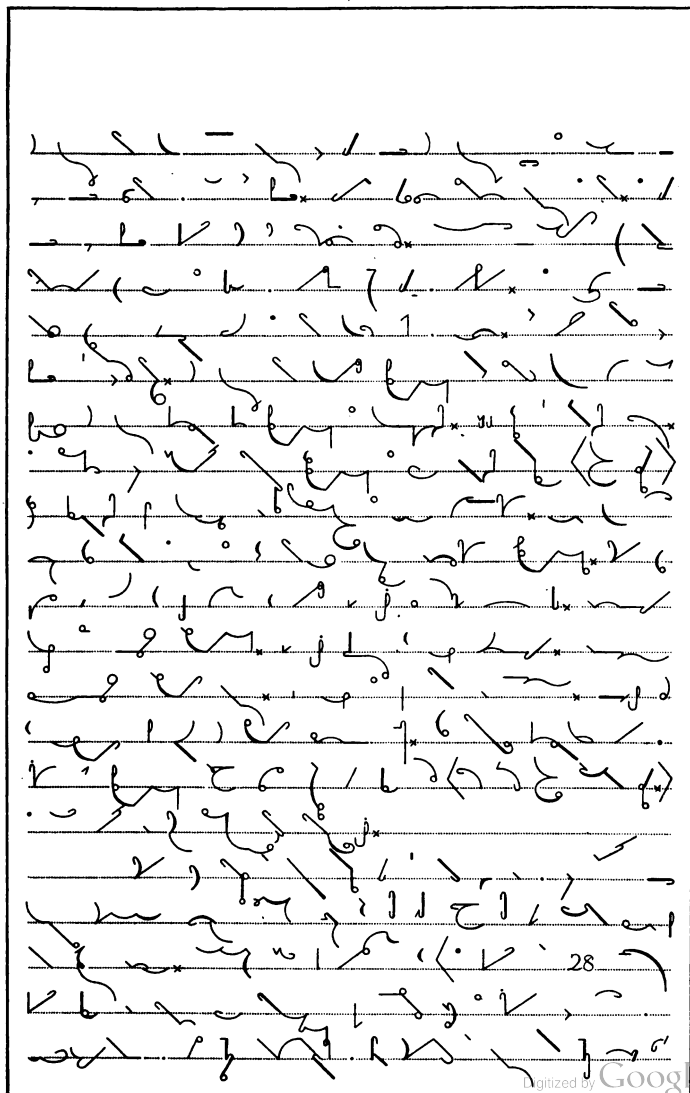


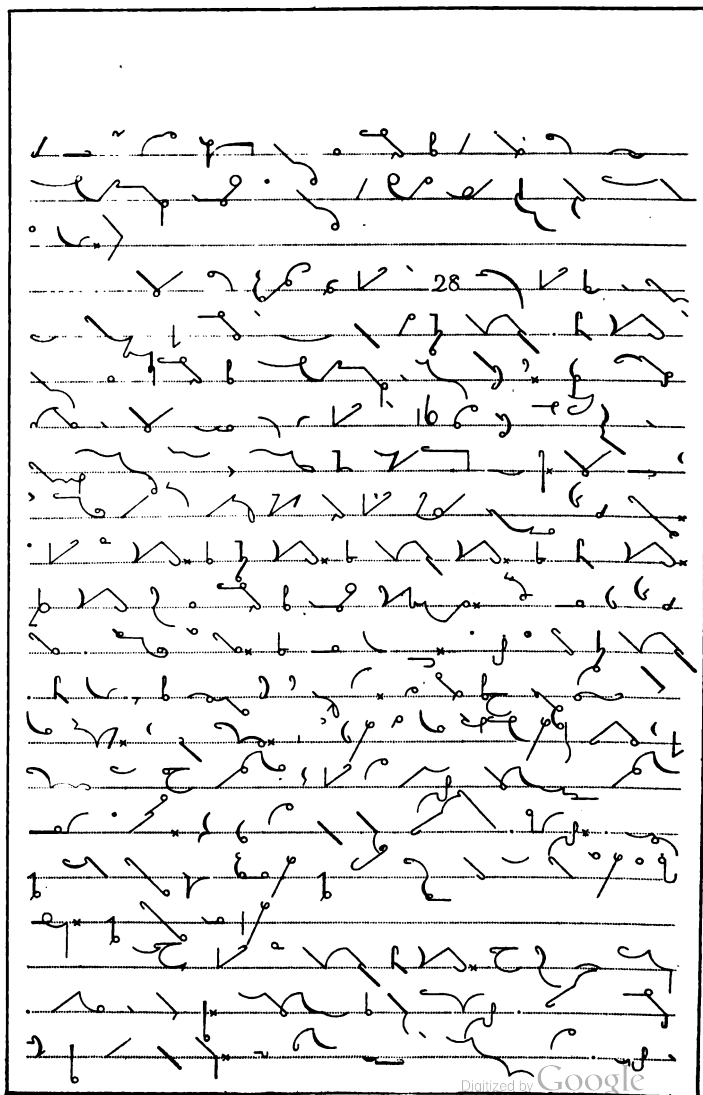












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	Benn Pitman, 796 writers, 50.4 %.
████████████████████	Graham, 242 writers, 15.3 %.
████████████████████	Munson, 86 writers, 5.4 %.
████████████████████	Isaac Pitman, 67 writers, 4.2 %.
████████████████████	Gregg, 66 writers, 4.1 %.
████████████████████	Cross, 45 writers, 2.8 %.
████████████████████	Barnes, 25 writers, 1.5 %.
████████████████████	Perrin, 25 writers, 1.5 %.

All others (totaling 14.8 %), less than 1 % each.

This means that schools teaching the Benn Pitman system have, during the last five years, furnished *more than half* of the successful candidates that presented themselves in all parts of the country for the United States Civil Service Examinations as clerk stenographers.

A copy of Mr. Irland's paper, with table of statistics, will be mailed free to any school officer or teacher of shorthand upon request sent to

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# THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

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# THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

Vol. XXIII. No. 6. }  
Whole Number, 330. }

CINCINNATI, JUNE, 1909.

{ Five Cents a copy.  
{ Fifty Cents a year.

## AN ANALYSIS OF COURT- ROOM DICTION.

BY JOSEPH E. RICH, SAN BERNARDINO,  
CAL., AND READ BEFORE THE TENTH  
ANNUAL CONVENTION OF THE NA-  
TIONAL SHORTHAND REPORTERS' AS-  
SOCIATION, AT MILWAUKEE.

The title of this paper is not entirely self-explanatory; therefore, a short statement defining its scope will lead to a better understanding of what follows. By an analysis of courtroom diction, as used herein, is meant a segregation, numerically, of specific words used in the average diction of the courtroom in the rendition of oral testimony. Having determined the frequency of recurrence of certain specific words, hereinafter named, and the surprisingly large percentage that their aggregate bears to the whole number used, the practical shorthand reporter will readily draw his own conclusions as to the utility of the present investigation.

Most of us have an idea, indefinite or otherwise, as to the extent that the English vocabulary of about one hundred thousand words is drawn upon in the oral expression of thought, and the writer originally had in mind the preparation of a paper dealing with that broad subject, embodying a comparison between the vocabulary of the legislative assembly, the lecture platform, the pulpit, the miscellaneous

gathering, and the courtroom. Naturally, the diction of the courtroom was the first to receive consideration as a basis for comparison. But unlike the youth of poetic lore, who declared his unalterable intention to wave his banner from the topmost heights, I have lagged by the wayside. Having attempted an analysis of the diction of the courtroom, it looked so much easier to change the title of the paper by substituting the word "courtroom" for "oral," that, rather than pursue the fascinating investigation further, the short cut was adopted; and I hereby grant, set over and assign, to whomsoever may desire it, the privilege of analyzing oral diction, numerically, generally, specially, collectively, severally, comparatively, or at all.

Recording the oral testimony of witnesses in legal proceedings probably constitutes more than fifty per cent. of *verbatim* shorthand reporting (distinguishd from stenography) as practised in the United States. A word by word analysis, therefore, of the diction of the courtroom would seem to be of sufficient interest to shorthand reporters generally to warrant the time consumed in its making.

The material herein dealt with consisted of 10,000 words, extracts from four different cases; one embracing the testimony of a civil engineer, and rather technical; the

contest of a will; and two ordinary criminal cases. It was the aim in making these selections to get ten thousand words of average shorthand reporting as practist in the courts. In all, there were excerpts from the oral examinations of ten different witnesses; it may be estimated that five thousand of the words were embraced in questions propounded and statements made by four different lawyers of average ability; the other five thousand in the answers of the ten witnesses, who were of average intelligence.

Let it be stated at the outset that results attained were somewhat surprising; in the first place, the entire vocabulary (exclusive of the plurals of nouns and the present and past participles of verbs formed in the regular way, proper names and numerals) consisted of but 862 words. Drawing a reasonable inference from the class of material analyzed, it would certainly be safe to say that in very rare cases would the number of different words used in a single day in court exceed that number; indeed, I am personally satisfied from this and other investigations made, that many a case is tried lasting over several days with a vocabulary of only 600 words.

The main purpose of this paper, however, is not to indulge in speculation as to what the extent of the vocabulary of the courtroom might be, for all will readily admit that that is boundless, not even being restricted by the covers of the most modern dictionary. The result obtained by the count is to show exactly what words—and there are not many of them, either—in their numerical order, preponderate in the diction of the courtroom.

It may be surprising to some, and

to the writer it was almost incredible, that the following one hundred words aggregated two-thirds of the material analyzed. But the figures are positive and not speculative; and it would be highly gratifying for some ambitious and industrious investigator to check the results by a similar analysis of matter of his own choosing, of sufficient length to corroborate or refute the correctness of the figures here set down.

The one hundred key-words, as they may be designated, appear below, the figures after each word representing the number of times that particular word recurred in the ten thousand words dealt with:

The, 680; you, 350; to, 346; I, 345; that, 303; of, 270; and, 275; in, 175; is, 172; did, 133; was, 130; on, 105; there, 104; sir, 95; yes, 92; or, 90; what, 85; he, 83; remember, 81; this, 80; him, 77; do, 75; has, 73; at, 71; know, 69; time, 66; your, 64; object, 61; have, 57; do n't, 55; Mister, 54; all, 48; will, 47; from, 47; be, 47; would, 46; any, 46; had, 44; with, 44; down, 43; case, 43; think, 42; say, 38; will, 38; out, 37; went, 37; where, 34; but, 34; are, 31; statement, 30; when, 28; said, 28; up, 28; question, 28; come, 27; so, 26; me, 26; were, 25; which, 25; talk, 25; if, 25; go, 25; anything, 24; been, 24; by, 24; tell, 24; told, 23; they, 23; very, 23; some, 23; one, 23; point, 23; can, 23; just, 22; we, 22; other, 21; except, 21; an, 19; made, 19; my, 18; taken, 18; witness, 18; whether, 18; ground, 18; ask, 17; call, 17; sustained, 17; how, 16; then, 16; like, 16; may, 16; way, 15; examination, 15; see, 15; before, 15; house, 14; got, 14; occasion, 14; while, 14. Total, 6,622.

A close study of the above table will give some further surprising

results: For instance, the first twenty-five words listed aggregate nearly one-half of the whole number of words counted; to be exact, 44.02 per cent.; the first fifty words, more than half, or 55.74 per cent.; and the one hundred, about two-thirds, or 66.22 per cent.

It will be noted that the above list embraces only words that would occur, probably in similar proportions, *in any case*. There were some words which occurred more frequently than those appearing at the latter end of the list, but they are omitted from the key-words, because the frequency of their use would not apply to all cases.

The aggregate of the next fifty words, applicable to all cases, given below in numerical order, is only 488:

Day, 14; over, 14; much, 13; opinion, 13; those, 13; these, 13; ever, 13; immaterial, 12; into, 12; matter, 12; only, 12; make, 12; good, 11; many, 11; court, 11; believe, 11; jury, 10; irrelevant, 10; below, 10; near, 10; place, 10; else, 10; get, 10; understand, 10; against, 9; am, 9; between, 9; circumstance, 9; character, 9; happen, 9; now, 9; right, 9; refer, 9; acquainted, 8; condition, 8; fact, 8; first, 8; judgment, 8; kind, 8; more, 8; state, 8; saw, 8; sometimes, 8; upon, 8; alone, 7; also, 7; cause, 7; conclusion, 7; important, 7; sure, 7.

So, the total of the 150 words, applicable to all cases, specified in the two above lists, constitutes 71.10 per cent. of the ten thousand words.

Pursuing the investigation further, a list was compiled of fifty words (which will not here be specified, because, in part, only applicable to the particular cases considered), the aggregate recurrence of which was 1,159. Thus we have the

further most surprising result that 8,469 of the 10,000 words from four different cases, uttered by fourteen individuals, were drawn from a vocabulary of only 200 words; leaving a vocabulary of 662, from which was drawn the balance of 1,531 words. So there may be no misunderstanding of the results obtained, it will be pardonable to repeat that while proper names and numerals and regular variations of verbs and nouns were not taken account of in the total vocabulary of 862, they were counted as constituting part of the 10,000 words. So the percentages here given up to the two-hundred-word mark are absolutely correct.

So much for the figures, which, aside from the practical deductions to be drawn therefrom applicable to shorthand reporting, are interesting in themselves. Further investigation and analysis of this and other branches of verbating reporting, along similar lines, can not fail to be of interest to the profession generally. The conclusion must inevitably be reached that the practicality of the word-sign list of any system of shorthand is the main index of the efficiency of such system.

There has been a market tendency among modern shorthand authors to deprecate the use of word-signs and extend the pure principles of phonography in the art of writing shorthand. Do not the facts above elucidated clearly indicate that the trend should be in the opposite direction? With 150 word-signs, carefully selected, of the shortest form consistent with legibility, at his finger tips, the courtroom reporter is equipt with nearly three-fourths of his material. With these absolutely and thoroughly familiarized, there should be plenty of time to

apply the principles of his system to the rapid, scientific and legible recording of the other fourth.

Indeed, with the list judiciously enlarged to three hundred words, it may be safely estimated that the reporter is equipt with nearly nine-tenths of his material. Of course, it goes without saying that every system of shorthand must embrace some brief and practical scheme wherewith to write the other tenth; but the conclusion is inevitable that a carefully devised list of word-signs, and absolute familiarity therewith, are the key-note of rapid shorthand reporting, and demand prime consideration from author, student and practitioner, the elementary principles of the system being of secondary importance.

[The writer of Benn Pitman phonography will recognize in Mr. Rich's lists the very words that are provided with brief word signs—executed for the most part with but a single inflection of the pen—and, many of them, with brief phrasing methods that enable them to be combined with other words so that the combination may be written with a single inflection of the pen. The proportion of words that have to be written in full "on principle" is undoubtedly smaller in law than in general reporting, but Pitman phonography enables the writer to grapple promptly and successfully with all such words.—Ed.]

#### JORDAN HIGH SCHOOL, LEWISTON, MAINE.

The picture on the opposite page shows the interior of one of three rooms in which the work of the commercial department of Jordan High School, of Lewiston, Maine, is done. The members of this year's

junior class are here shown in the act of making a typewritten transcript of their shorthand notes.

The instruction in this department is given by Lucy E. Crosby, assisted by Laura E. Todd. The commercial course runs through four years, during which two years of instruction must be taken in phonography, touch typewriting, and bookkeeping, besides the regular high-school course in English (four years), history, French or German, and chemistry. The *Lewiston Journal* recently said:

It is doubtful if the public, in general, realizes the value of the commercial department of the Lewiston High School—a department established within comparatively few years. . . . Young men and women who have graduated from the school have taken positions in Lewiston, or Auburn, or elsewhere; have filled those positions to the satisfaction of their employers, and those in charge of the department have no hesitancy in recommending the majority of graduates to those who employ stenographers and bookkeepers.

Misses Crosby and Todd are to be congratulated upon the excellent results of their work. In a recent letter the former says:

Benn Pitman phonography was introduced last fall and was elected by sixteen students of the junior class. They have all had five periods of recitation a week and have completed the *Amanuensis* and are taking dictation at the rate of about sixty words a minute. They hope to acquire a speed of at least one hundred words a minute by the end of next year. All the clerical work of the school is done by the pupils in the shorthand department as well as much work for the Teachers' Training School and for special teachers.

It is very gratifying to a teacher of shorthand to see the growing interest in the subject shown by pupils in school, and not only by commercial-course pupils but by pupils about to enter college, who wish to use it in their work. I have in my class now one boy who is studying it for this purpose, and several other pupils are studying at home and getting some help from time to time as opportunity offers.



COMMERCIAL DEPARTMENT JORDAN HIGH SCHOOL, LEWISTON, ME.



## HOW DO PARENTS VIEW THE SHORTHAND QUESTION?

BY FRMINIE A. WILLIAMS, EAGAN  
SCHOOL OF BUSINESS, HACKEN-  
SACK, N. J.

In the majority of cases the parent who places his child in a business school for the purpose of learning shorthand seems to consider it only another sort of penmanship, which requires merely the mechanical practise of a few weeks or months to make him quite proficient. Very few seem to have the slightest conception of the amount of mental application and training (to say nothing of the broad general education) necessary for the equipment of the finished stenographer. Many parents complain bitterly if a really good school, which strives to keep a high standard for its pupils, does not graduate their children after three or four months spent upon the rudiments.

The kindergarten teachers have their "mothers' classes," in which they teach the mothers how best to train their children. The public schools also have their "parents' visiting days," when they explain the general plan of progress for the pupil. But how many of the parents ever visit singly, or in a body, the business school to learn just what efforts are being put forth for the shaping of the mind and character of their offspring into good, honest, self-supporting American citizens? Is it the fault of the teachers or of the parents that there is not a closer relationship between them? If some leading business school would only set the fashion of holding "parents' receptions" now and then, it might create more enthusiasm upon the part of the pu-

pils, and bring about a better understanding on the part of parents as to what conscientious teachers are trying to do for those in their care.

The teacher is so often warned by the parents to "get up the speed" of the student, that many instructors confine themselves to the bare principles of shorthand, and to the dictating of dry, technical matter: then send their pupils into the business world mere machines to grind out so many words a minute, or so many letters a day, with no idea at all of the moral hazards at stake in the business world. Many a good penmanship student has thus easily turned into a forger, the cashier and bookkeeper into a defaulter, and the stenographer has even been known to make capital out of the secrets intrusted to him through the correspondence.

The tendency of late has been to eliminate everything from public school teaching which has any bearing upon morals and religion.

The business schools, of course, have little time or place for such things; but have not the teachers of stenography the right and the opportunity of exerting a powerful influence for good in the kind of matter chosen for the daily dictation speed practise?

Just at the beginning, while the student is mastering the principles of the *Amanuensis*, the *Progressive Dictation Exercises* designed to accompany it afford the very best training for the student; but for the advanced pupil articles might well be selected which would give him a knowledge of business etiquette, high ideals of honor, and fairness in business dealing, and the rules and principles of integrity practised by upright business men of the past.

Such subjects as these could not be objected to by any one, no matter what their nationality or creed might be.

When placing their children in a business school parents would do well to inquire whether any such training has a place in the curriculum; for such things have a vastly greater bearing upon the future success of the student than does the mere ability to turn out a few more words a minute than his fellows, or to "get through" before Jimmie Jones, which seems to be the sole aim of both pupils and parents in some instances.

## BECOME A CORRESPONDENT.

BY S. ROLAND HALL (CERTIFICATED TEACHER), SCRANTON, PA.

It is an old idea—one that many have emphasized—but its soundness is becoming more apparent as the business world moves on. It is this: that in, by far, the greater number of instances the great value of shorthand is not that it quickly affords employment at better wages than the mere office clerk receives, but that it is a sure, logical stepping-stone to greater things in business.

We are seeing on every side that the stenographer of to-day is the business man of to-morrow. A few weeks ago a prominent Chicago advertising agency advertised for several bright stenographers and announced in the advertisement its purpose to get hold of exceptional young men who could be trained quickly for the work of assistant managers, copy-writers, solicitors, and other higher and better-paying positions. Interesting as the adver-

tisement was, it was only a public announcement of that which has been going on quietly for years.

A bright young man with an excellent general education asked my advice last week as to the best way of getting at once into the advertising business. "Are you a stenographer?" was my first question. He was n't. If he had been, I could have told him of a position that would have given him a foothold in the heart of advertising work, where he could have learned the principles and the practise.

There is one position in particular that is a logical one for the stenographer and one that he will do well to aspire to; but that position is not so often mentioned as a possibility. I refer to the position of correspondent.

Advertising expenditures have increased wonderfully in the last dozen years. Concerns that formerly spent thousands of dollars are now spending tens and hundreds of thousands. Staid, conservative old houses and manufacturers that a few years ago would have sniffed at the idea that their businesses needed advertising, are now spending money liberally. The result is a constant need in the offices of advertisers for capable correspondents, those qualified not only to answer ordinary letters of inquiry in a highly efficient way, but able to compose effective sales letters, to collect money by mail, to settle complaints, etc.

Firms doing business on a large scale employ staffs of correspondents, men—and sometimes women—who, by being able to do by means of letters what the high-grade salesman does in person, earn first-class salaries, double those earned by good stenographers. As inquiries

are sometimes very costly, a high degree of ability is required.

These correspondents usually write many of their own letters direct on the typewriter, composing as they go. In most cases they also have one or more stenographers to assist them. These stenographers receive some dictation, but incorporate in their letters a great many form-paragraphs that have been prepared by the correspondents with great care to cover certain points that come up frequently.

Not every business house requires a staff of expert correspondents, but every firm of any consequence needs some one in the office who is a skilled correspondent. The manager of the office may prefer to write some of the letters, but I have yet to see the man who is not more than willing to have the stenographer write a great many of the letters on his own initiative, provided he can do the work properly; and the stenographer does not have to be a genius to improve the work of fully half of the dictators of business letters!

The stenographer may begin with simple acknowledgments, offering to take these off the employer's hands, and thus he may gradually work up to more important compositions.

The effective sales letter is by no means easy to write, and one who aims to perfect himself in this branch of advertising work—the sales letter is nothing but an advertisement in the conversational style of composition—should not fail to avail himself of the help to be found in the new business correspondence books lately put on the market. There are now just a few letter-writing books that deal with the letter-writing of to-day rather than

with that of the time of Thomas Jefferson.

Notwithstanding the many sermons on brevity, the sales letter must often be long—sometimes covering a number of pages. The opening paragraph is usually a distinct effort to interest; then the letter aims to create desire; then, by means of specific facts, and perhaps by endorsements, it attempts to convince. In many letters the wind-up is an admonition intended to prevail on the reader to order. The character of the letter depends largely, of course, on the state of interest of the one to whom it is sent, on the printed matter that accompanies the letter on the subject itself, etc. A high-class investment letter is not written in just the same style that a letter about Great Bear Spring Water would be. One that is a reply to an advertisement is different from the one sent unsolicited.

The great importance of the daily mail, from an advertising point of view, is becoming realized keenly, and the stenographer who starts in at this kind of work and creates a favorable impression among the correspondents of his employer will probably not be long in having another stenographer as an assistant. I can count a number of cases within my personal knowledge where this has happened.

Really it is a confession of weakness for the stenographer whose business is that of writing letters to confess that he has n't the brain power to compose letters. Unless he aims at professional reporting work, he is not worthy of the stenographer's calling, if he is content always to be only the medium through which the ideas of others are transmitted.

"Must be a good correspondent" is already a common sentence in the better class of want advertisements. It will be even more common in coming years.

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## EDITORIAL.

### PRIZE OFFER FOR EMBLEM DESIGN.

Under the head of "An Emblem Wanted for the Standard," printed in the "Correspondence" column of this issue, are two letters from subscribers to the MAGAZINE who want us to prepare a suitable emblem to be worn by writers of the Benn Pitman system. This renews a suggestion that has been made to us before, and it is one we shall be very happy to carry into effect, if it is the wish of any considerable proportion of those entitled to wear such a badge. With this end in view, we invite the readers of the MAGAZINE, and all writers of Benn Pitman phonography, to give us an expression of their views, both as to the desirability of such an emblem, and also as to the form it should take if desirable. And for the purpose of encouraging our readers to take a personal interest in this matter, we offer a prize of ten dollars in cash for the best sketch of a design sent to us by a subscriber to the MAGAZINE between now and January 1, 1910. The names of subscribers sending in designs will be published in the meantime from month to month,

and we may find it advisable to publish facsimiles of such submitted designs as may be of especial merit.

### THE FIRST HALF-DOZEN LESSONS.

It is the first half-dozen lessons that makes or breaks the learner of phonography. The longer we have to do with things phonographic the more strongly do we believe that this statement is literally true. It is while studying the first half-dozen lessons, if ever, that the aspirant to phonographic skill learns to write his straight strokes *exactly* straight, his curved strokes as *true* quarter circles, all strokes at a *uniform* length, all strokes correctly distinguished by the presence or absence of *just enough* shade, all strokes inclined *exactly* at the right slant, all curved shaded strokes properly tapered with the thickest portion *just* in the middle. It is then, if ever, that he learns how to analyze words into their true phonetic elements, to determine just what are the consonants and what are the vowel sounds of words, and in what order they come, and to write the vowel and diphthong signs with neatness, accuracy, and definiteness in their proper relations to the consonant strokes.

It is, we repeat, during the first half-dozen lessons that these immensely important things are mastered by the young phonographer, if they are ever to be truly mastered by him. If, unfortunately, he is led

by his own eagerness, or by the weakness, ignorance, or indifference of his teacher, to pass on to the consideration of the writing of the circles, hooks, and loops before he has mastered and thoroughly mastered the *elements* of the system, if he is allowed to delude himself into thinking that these simple parts of the system are unimportant and may be hastily past over, he is almost sure to fix a blight upon his phonographic development at its very beginning.

We say in all earnestness, especially to teachers, that the successful outcome of their work depends more upon the way in which they train their pupils upon *the first half-dozen lessons* in the text-book than upon anything else that can possibly follow these lessons.

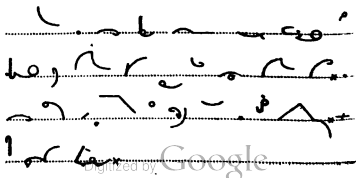
#### RECENT LEGISLATION RELATING TO THE SHORTHAND AMANUENSIS.

A bill is reported to have past the lower house of the Wisconsin legislature providing that all transactions between an employer and his stenographer shall be accorded the same legal exemption as the transactions between a church communicant and the priest to whom he confesses, a lawyer and a client, or a physician and a patient. This is characterized by the Springfield (Mass.) *Union* as being a commendable piece of legislation, and in this opinion we concur. "More and more," says the *Union*, "the condi-

tions of business require that an employer shall repose absolute trust in his stenographer. To maintain this confidence is a matter of business importance as well as of justice to the individual employer."

The spirit of this bill is very different from that of a court which held several years ago that an employer who dictated to an amanuensis a statement, libelous in itself, had by that very act (and although the statement was suppressed and went no further) consummated the "publication" which is an essential element of libel as a criminal offense.

It will be recalled that a year ago the Ohio legislature enacted a law declaring it a misdemeanor, punishable by fine and imprisonment, for a stenographer to furnish "to any person other than his employer, without consent of such employer, a transcript of all or any portion of any matter taken by him while so employed;" and it is an equal offense, without consent, to read such matter to, or to permit it to be read by, or in any other manner to disclose its purport to, any person other than his employer.



## CORRESPONDENCE.

A PRACTICAL TEACHER'S STATEMENT  
OF THE RULES FOR THE USE OF THE  
VARIABLE STROKES AND OF THE AP-  
PENDAGES.

OAKLAND HIGH SCHOOL, }  
OAKLAND, CAL., May 27, 1909. }

In glancing through the January MAGAZINE, I have just noticed the query and answer regarding the writing of *Harvey*, etc., as well as *arrive*, etc. It struck me that the rules, as I have given them to the pupils for several years, might help some other teachers in dealing with upward and downward *l* and *r*.

I give only three rules for each consonant, and those only for writing them down. If the outline does not come under these rules, write the stroke up. That is the rule, though there are some exceptions to all good rules.

1. Write *l* down when followed by *ing*. 2. Write *l* down when *l* is the first consonant preceded by a vowel and followed by a horizontal stroke. 3. Write *l* down when it is the last sound in a word after *f*, *v*, *ray* or two vowels; and *always* after *n* and *ing*.

1. Write *r* down when followed by *m* or *mp*. 2. Write *r* down when *r* is the first consonant preceded by a vowel and followed by a horizontal stroke, *ar*, *lay*, or *ish*. 3. Write *r* down when the last sound in a word, *except* after *ray*, *hay*, *m*, *mp*, or two downward strokes.

Then I give no rules for writing the strokes up at all. I give the exercise on Page 35 in this order: Line 8 first. Lines 3-2; 4 and 5 for Rule 3. Line 10 for first *r* rule, 11 for No. 2, and 13, 14 and 15 for last rule and exceptions. After that I dictate all the words *down* the page so as to test the student's un-

derstanding of the rules. If the word does not come under one of the three rules, write the *l* or *r* up. I have met with great success in this line since adopting these rules.

For *sh* I give the rule thus: Write *sh* up before and after *t*, *d*, *f*, *v*, *l*, and generally before double-consonant strokes. I explain that this is not a cast-iron rule, but very safe as a guide.

In teaching the rules for *s*, I give these rules for the stroke: When used with another consonant, use the stroke at the beginning of a word when preceded by a vowel, and when followed by two vowels; at the end of a word when preceded by two vowels, and when followed by one. In other cases use the circle.

From these four rules we form a chain uniting all appendages. The first two applying to the initial, and the last two to final short ways. The pupils grasp the subject much better, I find, with this help, than when they thought each appendage had a set of rules for itself.

NELL K. FRENCH.

[The foregoing ingenious formulation of rules has much to commend it, especially in point of condensation. The rule given first of all refers to usage that has become obsolete since 1904. *Lung*, *linger*, etc., are now written with *lay*. The rule for *sh* would lead to writing *shade*, *shed*, *chateau*, etc., with the up-stroke *shay*. We see no theoretical objection to this, indeed it seems to possess the advantage of lineality, since the outline is thus saved from running below the line of writing. And yet reporters have never taken kindly to these outlines, which have always been allowable. Possibly it is because when such outlines are rapidly written the *shay*

tends to resemble *ray*. The *s*-rules are incomplete as given by Mrs. French until the words "one of which is accented" follow the word "vowels." This is necessary to save the learner from writing the stroke in such words as *copious*, *arduous*, *dubious*; and (when the rule is applied by analogy to *n*) in such words as *champion*, *Arabian*, *melodion*, etc.—[Ed.]

AN EMBLEM WANTED FOR THE  
STANDARD.

OTTUMWA, IOWA, May 14, 1909.

I would like to have you bring up in the MAGAZINE the matter of creating a design or motto, of some kind, representing the Phonographic Institute, asking the Benn Pitman writers, through the columns of the MAGAZINE, for their opinion of such a move, and inviting them to offer suggestions. I think such a step would be of benefit to the Benn Pitman system.

J. P. GALLAGHER.

STANSTEAD WESLEYAN COLLEGE, }  
STANSTEAD, QUE., June 3, 1909. }







Some of my pupils are very desirous of having a shorthand pin that will embody the name of the school and the system of shorthand used. I am happy to say that the students are more interested that it be known they are Benn Pitman writers than they are to have it known they are graduates of any particular college. This being the case, I write to ask you if you have now in use a pin which you would be willing for us to use. I think such an organization as might grow out of this idea would be a source of strength to stenographers. If you have no pin in use, may I ask your opinion on the subject? I



am in for Universal Shorthand Writers, and if this little thing will work to that end I shall like to see it used. W. B. HOLDEN.


ANSWERS TO CORRESPONDENTS.

LIMITS TO THE JOINING OF TICKS.—  
"HE" AND "I" IN PHRASE-WRITING.


A. G. F.—The tick *a-an-and* should not be used *before* the strokes *sh* and *zh*. In general, a tick should not be joined to a curved stroke if it would fall *within* the completed circle of which the curved stroke is a part. Thus *a-law* may be written with the joined tick, because the tick falls outside of the completed circle

, but *a-show*  may not be written with the joined tick, because the tick would fall within the circle. The reason for this prohibition is that in rapid writing a tick so joined tends to resemble a hook. The phrase *a-show* written  might easily become indistinguishable from . Similarly, *will-the*  would easily degenerate into .




Before the year 1904, the tick *he*, at the beginning of a phrase, was written downward only, and when I began a phrase it was permissible to contract it by writing it with either half of the diphthong-sign *I*. Thus  was (and still is) *I-am*, and  was *I-knew*. When the *Amanuensis* was issued, in 1904, a new adjustment of these phrases was decided upon. Since then the rule has been to write *he* either up or down (as may be convenient)


at the beginning of phrases, and to write  either in full, or contracted only, to the first stroke. This permits of the joining of both these pronouns to practically all the verbs of the language. Moreover it makes uniform the practise of writing *he* either up or down according to convenience in phrase-writing, irrespective of the part of the phrase in which it occurs. Since this change was made in the *Amanuensis*, the plates of the *Dictionary* have been corrected to bring them into harmony with the new practise.

VOWEL-PLACE OF THE DIPHTHONG SIGNS.—OUTLINES OF DERIVATIVE WORDS TAKE THE POSITION OF THEIR RESPECTIVE PRIMITIVES.



A. R.—A careful rereading of paragraph 30 of the *Phonographic Amanuensis* will set you right on the question of the diphthongs. Notice that *i* and *oi* have first-place vowel-signs, while *ow* has a third-place vowel-sign. It is necessary that the signs representing *oi* and *ow* shall at all times be kept strictly in their proper places, for the reason that these signs are, in themselves, precisely alike, and they are distinguished from each other only by their place with reference to the stroke, just as the vowels *e*, *a*, and *ah* are all written by the same character (a heavy dot), and they are distinguished only by the place in which that dot is put. But *i* (see paragraph 30d) has a character all to itself—that is to say the sign that represents *i* does not acquire any new meaning by being put in a different vowel-place; and, therefore, although  is always in the *ory* a first-place vowel-sign, and although it always carries its outline



to the first position, nevertheless there is no loss suffered in distinctness and legibility should the sign be written in any other vowel-place. And this is often done for the sake of convenience. Whenever *i* begins a word it is most convenient to leave it in its own proper place—



the first. Thus:  *item*,  *idea*,  *ivy*,


 *ideal*,  *Iberia*,  *Isaac*. But when *i*


ends a word it is more convenient to write the sign in the third position than it is to travel back to the beginning of the stroke. Thus


it is better to write  than 

for *die*,  than  for *rye*,

 than  for *shy*, etc. In like manner when *i* immediately precedes a final stroke consonant, it is more convenient to write it in

the third vowel-place. Thus in  the hand is saved useless motion which would be expended in carrying it to the beginning of the out-

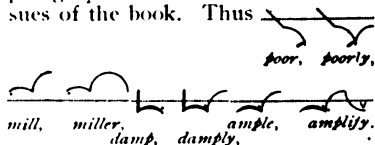
line in writing  for *pike*. The writing of *i* in any vowel-place other than the first is, of course, a sort of license, but it is allowable because it can cause no confusion,

inasmuch as  is an absolute sign; and it is convenient, inasmuch as it permits of the placing of the sign with the least possible "air motion," which means a saving of time and effort—a very important consideration in writing shorthand.

The instructions in paragraph 35 of the *Amanuensis*, to the effect, that outlines of three or more strokes are written on the line, should be qualified to the extent of adding that derivative words are



written in the same position as their respective primitives, and this qualification has been added to the paragraph in the most recent issues of the book. Thus



and similar pairs are written in the same position.

#### THE STANDARD HAS BEEN FIXT.




J. A. P.—It is too late now to discuss the merits of the Longley system. That system is dead. It had its day in court and failed to make out its case. Of all the thousands of schools in which shorthand is taught, we do not know of as many as half a dozen in which the Longley system continues in use.



As for the two vowel scales, it is pretty much a case of tweedle-dum and tweedledee. There are sound arguments for and against each. We believe the balance of practical and theoretical advantage is distinctly on the side of the *c-a-ah* scale; and this opinion was held to the end of his life by Alexander John Ellis—unquestionably the most learned man of science ever connected with the phonetic movement. But be this as it may, there is not the slightest practical chance of the *ah-a-c* scale ever becoming the prevalent scale in America. The *c-a-ah* scale has become standardized and will remain fixt. It is very possible that there are sound scientific reasons which might be brought forward by able engineers to prove that the standard railroad gage 5' 8½" is *not* the best possible gage for a railroad track. But it has become standardized, and

any theoretical advantage which may inhere in any other possible gage is of trifling importance compared with the advantages that arise from having a fixt standard.

The time will never come, perhaps, when theorists will not find new possibilities in Pitman phonography in regard to the assignment of sound values to the graphic signs. But the day of such theorizing has gone by, and it excites no general interest nowadays. The standard has been chosen, and it will be to the best interests of all concerned to maintain the standard.

#### "EARNEST" AND "CIRCULATION."

A. G. F.—You are right in contending that just as  is the correct form for *arcna*, so  is the theoretically correct form for *earnest*. But as this form is less convenient than  the latter is allowed as a working outline for this somewhat frequent word.

In practise, *circulation*  is a more convenient form than , because of the abrupt check in the latter form, when the hand changes suddenly from evolute to involute motion. Moreover, there is no theoretical objection to this preferred form, for it is not true, as you seem to apprehend, that the fact that in this word *r* is preceded by a vowel requires that the *r* be written down. The relation of the vowel determines the use of upward- and downward-*r* only when *r* is the *first* or the *last* consonant in the word.



## ANNOUNCEMENTS.

NATIONAL SHORTHAND REPORTERS' ASSOCIATION.—PROGRAM OF THE ELEVENTH ANNUAL CONVENTION, TO BE HELD AT HOTEL MARION, LAKE GEORGE, N. Y., AUGUST 24-27, 1909.

*Tuesday, August 24, 11 A. M.*

Opening Session of the Convention.  
Address of Welcome, by Charles H. Regua, Brooklyn, N. Y.  
Response, by George Farnell, Providence, R. I.  
President's Annual Address, by Oscar L. Detweiler, Philadelphia.  
Report of Secretary-Treasurer, by Kendrick C. Hill, Trenton, N. J.  
Miscellaneous Business.  
Appointment of Committees.  
Adjournment.

*Tuesday, August 24, 3 P. M.*

Shorthand Speed Contest.

*Wednesday, August 25, 10 A. M.*

Annual Report of Committee on Legislation. George A. McBride, Chairman, Philadelphia. Charles F. Roberts, Secretary, New Haven, Conn.

Discussion.

Paper—"The Philanthropy of Labor Organization," by William M. Clift, Philadelphia.

Paper—"Machine Shorthand," by J. D. Strachan, Indianapolis, Ind.  
Adjournment.

*Wednesday, August 25, 3 P. M.*

Conference of Legislative Committee with State and U. S. Court Committees.

*Thursday, August 26, 10 A. M.*

Reports of Committees.

Paper—"Our Stranger Friend, the Shorthand Reporter," by Col. Henry C. Hemming, Harrisburg, Pa.

Paper—"Speed Contests," by Theodore N. Rose, Elmira, N. Y.

Paper—"The Reading of Shorthand Votes," by Frank R. Hanna, New York.

*Friday, August 27, 10 A. M.*

Charles Currier Beale Memorial Exercises.

Election and Installation of Officers.

Concluding Business of the Convention.

Final Adjournment.

*Thursday Evening—Banquet.*

Toastmaster, Peter P. McLoughlin, Brooklyn, N. Y.

Speakers: Harry S. VanDemark, New York; Lewis Hopper, Philadelphia; Ed-

ward Carroll, Jr., New York, and others not yet secured.

Music by the Hotel Orchestra, and Mr. Charles H. Regua.

The Social Program will be announced at the Convention.

## DOTS AND DASHES.

"THE BLUE JACKET."—This bright little magazine is now published semi-monthly, and has never been brighter and better than since it discontinued its connection with *Army and Navy Life*, and resumed its independent rôle. It is the only periodical devoted exclusively to the interests of the enlisted men of the navy, and continues to be edited and published by Fred J. Buenzle, chief yeoman, United States Navy, at Newport, R. I. The older readers of the MAGAZINE will recall the story of Mr. Buenzle's self-instructed mastery of phonography while a naval apprentice serving years ago in Chinese waters. He not only became a first-class shorthand amanuensis but by his example and friendly instruction encouraged many another young man in the navy to go and do likewise. Long life to the *Blue Jacket*, which is doing a good work in helping young men enlisted in the navy to a better understanding of themselves and of their opportunities for improvement in naval efficiency and in many personal character!

THE NEW YORK STATE STENOGRAPHERS' ASSOCIATION "PROCEEDINGS" FOR 1908.—Shorthand associations come and shorthand associations go, but the N. Y. S. S. A. goes on—like Tennyson's "Brook." Just now it appears in print, after a third of a century of existence, with its "Proceedings" of the 33d annual meeting. Although growing ancient, the Association shows no

signs of the "sear and yellow leaf," and the papers contributed to this issue of the "Proceedings" are even more than ordinarily vigorous, and will make "mighty interesting reading" to shorthand writers everywhere. The following titles of some of the papers with the names of the writers will give an idea of the ground covered: "The Evils of Reading Testimony to Juries," by John R. Potts; "The Arm Movement," by Wat L. Ormsby; "A Half Century of Efficiency," by Fred Irland; "Little Journeys to the Homes of Eminent Shorthand Writers (John Ross Browne)," by Charles Currier Beale; "Stenographers and Oslerism," by Henry C. Denning; "The Task of the Stenographer," by George R. Bishop. It will be noticed that the non-resident (honorary) members come out strongly this time, papers being contributed by Irland, of Washington, D. C.; by Denning, of Pennsylvania, and by the late lamented Charles Currier Beale, of Boston. Besides the papers much business was transacted in the consideration of reports of committees looking toward the securing of legislation of importance to the shorthand reporters of the Empire State. Copies of the report may be had, postpaid, by sending fifty cents to the secretary, Harry W. Wood, No. 7 Beekman St., New York City.

**THE SHORTHAND REPORTER'S MARATHON.**—There has been a superstition, it is said, among the congressional reporters at Washington, to the effect that every tariff bill that is debated before Congress costs the life of one reporter. Whether this is true or not, it is undoubtedly true that, as Weldon Fawcett says, in the June issue of *Van Norden*—

a tariff bill to the man of pot-hooks and dashes is the supreme test of efficiency: it is his Marathon, so to speak, for not alone is it a trial of speed and endurance, but of generalship. The course over which he travels is new and weird, and no matter what happens, he must not fall out of the race. Of the millions and millions of words he must "take" there are thousands of phrases and terms which the ordinary man would never suspect of having a place in the dictionary. . . . The Payne bill, according to the men who have gone through such contests since the days of "Horizontal" Morrison, is the worst they have ever had. This is because President Taft has insisted upon an immediate fulfillment of his party pledge. Therefore there has been haste, high speed, and its consequent nervous strain.

No one who knows the splendid body of men in the two congressional corps but will devoutly hope that the Payne-Aldrich bill may exact no such dreadful toll as has been paid by one or the other of them during or following the stress and strain of past tariff debates. To quote Mr. Fawcett again:

In point of privilege and emoluments the Congressional reporters are the stars of their profession, but there can be no quarrel on this score, for in point of stenographic ability they are head and shoulders above the rank and file of shorthand writers, to say nothing of their peculiar qualifications for this exceptional and exacting work. It is a splendid job until a tariff bill comes along.

**SHORTHAND WRITERS IN THE UNITED STATES CIVIL SERVICE.**—The information given under this head, on page 73 of the March issue of the MAGAZINE, was compiled from the "Twenty-fourth Annual Report of the United States Civil Service Commission," and it covered the period from July 1, 1906, to June 30, 1907. Since then the "Twenty-fifth Annual Report" has made its appearance, covering the year ending June 30, 1908. The new volume is not as rich in statistics affecting stenographers and typewriters in

the civil service as was its immediate predecessor; nevertheless it contains some interesting information. The most important item relates to appointments from the eligible list during the year ending June 30, 1908. These are as follows: In the departmental service there were 15 male and no female stenographers (not typewriters) appointed in Washington; outside of Washington there were 34 males and 8 females, a total of 42. This makes a total of 57 shorthand writers, presumably of the grade of reporters, appointed during the year in the entire service, both in and out of Washington. Of stenographers and typewriters (the clerical or amanuensis grade of shorthand writers) there were 191 males and 120 females (total 311) appointed in Washington, and 156 males and 22 females (total 178) appointed outside of Washington, making an aggregate for the year of 489. Of typewriter operators (no shorthand) there were 106 males and 45 females (total 151) appointed in Washington, and 109 males and 10 females (total 119) outside of Washington, making an aggregate of 270. In the Philippine service during the same year, 22 male stenographers and typewriters were appointed. It will be seen that save as to appointments no information is given in this report of the very interesting kind that was contained in last year's report, under the heading, "The number of examinations of each kind, number of persons examined, the number that past, the percent that past, and the number appointed during the year." These omissions will be especially regretted by school managers to whom the information omitted is peculiarly instructive. During the

last year modifications have been made in a number of examinations with the view of making them more practical tests of fitness. Among these changes is one relating to stenographer and typewriter (combined) in the departmental service as follows: "The average percentage in this examination was formerly determined by averaging the subjects with the following weights: Stenography, 50; three typewriting tests combined, 30; penmanship, 10; letter-writing and arithmetic, each 5. The papers of competitors are now first averaged on the subjects of the stenographer examination and of the typewriter examination separately, and if the competitor is eligible in both, these two averages are combined, giving the stenographer examination a weight of 2 and the typewriter examination a weight of 1." The commission publishes its manual of examinations semi-annually, in January and July. This manual contains information as to the dates and places of examinations, and indicates their character and scope. Copies of the manual can be obtained by addressing the Commission, United States Civil Service, Washington, D. C.

**WIRELESS TYPEWRITING.** — The principle underlying the design of all wireless telegraph systems has been recently extended in a very promising manner to the operation of distant mechanisms, says *Popular Electricity*. It has thus been possible to demonstrate the practicability of long-distance steering of balloons and vessels, launching of torpedoes, and controlling of all sorts of mechanisms connected by no material link with the operator. The latest development in that field is a wireless apparatus adapted to

the operation of typewriting and typesetting machines. This apparatus, which has been designed by H. Knudsen (the inventor of an ingenious system of transmitting pictures by wireless telegraphy), is described and illustrated in an article on "Wireless Typewriting and Typography," printed in the April issue of the periodical mentioned above, and the following prediction is indulged:

When this ingenious system will have come into general use and, for instance, have been adapted to a trans-Atlantic station, a newspaper correspondent, comfortably seated in London, will be able to set type in the New York printing-room at the very moment he dictates his message to his typist. It is hard to realize what a revolution this system, which obviously makes the newspaper man independent of space and time, may produce in journalistic practise.

### PERSONAL.

FREDERICK W. GNICHTEL until recently official shorthand reporter to the Chancery Court of Tren-



Frederick W. Gnichtel.

ton, N. J., was appointed judge of the Mercer Court of Common Pleas by Governor Fort, of New Jersey, on May 25. Judge Gnichtel is well known to the shorthand reporters of the coun-

try. For some years he was the New Jersey member of the executive committee of the National Shorthand Reporters' Association, and he is now the secretary-treasurer of the New Jersey Court Reporters' Association. He was born in Newark, but for the last twenty-eight years he has lived in Trenton, where he has practised law and also filled responsible positions as official shorthand reporter in various courts of the state. He has also seen active service as a newspaper correspondent, and at one time reported the proceedings of the New Jersey Senate. In 1901 he was elected to the common council of Trenton, and four years later mayor of the city. That Judge Gnichtel's appointment meets with the hearty approval of thousands of his fellow townsmen who stand for high ideals of judicial service is evident from the following, taken from an editorial article in the Trenton *True American*, headed, "The Bosses Defied:"

The appointment of Mr. Gnichtel to the Common Pleas judgeship is particularly pleasing to that immense proportion of citizens who believe that the courts should be kept free from the selfish meddling of professional politicians, and who believe that no man should owe his position on the bench to a small clique of wire-pullers.

Governor Fort's selection of Mr. Gnichtel is apparently the outcome of the governor's firm faith in the personal fitness of the latter for the place, and Mr. Gnichtel can enter upon the duties of his highly important position unhampered by any obligations to politicians and with no shadow of taint of jobbery upon his title.

### SCHOOLS AND TEACHERS.

HOWELL'S SHORTHAND SCHOOL has been opened in Grand Rapids, Mich., by Arthur E. Howell with finely equipt quarters at No. 92 Monroe St. Mr. Howell is a

teacher of long experience and may be depended upon to conduct an up-to-date institution.

W. A. F. SCOTT (certificated) has recently made an engagement as business manager of the Western Iowa College, of Council Bluffs, Iowa. Mr. Scott is an able and experienced school man, and his connection with the college will undoubtedly add strength to this well-known institution.

THIS YEAR we did well in the shorthand department, and our students made the final test of 120 words a minute. One of my pupils, a boy fourteen years old, wrote 125 words a minute after five months' study, and rendered a perfect transcript.—*H. H. Hamilton, Keene Industrial Academy, Keene, Texas.*

THE CRESCENT SCHOOL OF STENOGRAPHY is the name given by Cassie, Beary & Maul to their shorthand school in the Hennen Building, New Orleans. The name is new, but the school has been doing successful work in the Crescent City for a long time without blare of trumpets, and is to-day one of the few efficient shorthand schools conducted by professional reporters who can combine the ability to teach rationally and successfully with their accomplishments as high-grade professional reporters. Readers of the MAGAZINE will recall the biographic sketch and portrait of Mr. Beary of this firm, printed in the issue for last November. We are glad to know that especial emphasis is being laid by these gentlemen on their work as teachers.

SINCE last reported the Teachers' Certificate has been awarded by the Phonographic Institute to the following-named candidates:

MAE SWARTZ, Kansas Wesleyan Business College, Salina, Kansas.

SINCE last reported the Amanuenses' Certificate has been awarded by the Phonographic Institute to the following-named candidates:

Recommended by Sister Saint Rufina, Notre Dame Convent, Charlottetown, P. E. I., Canada:

LUCY BLANCHARD, Charlottetown, P. E. I., Canada.

KATHERINE SMITH, Charlottetown, P. E. I., Canada.

MARION MORRISSEY, Charlottetown, P. E. I., Canada.

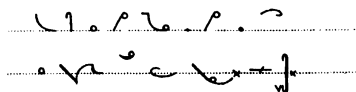
LEILA LAVOIE, Charlottetown, P. E. I., Canada.

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Recommended by Sister Saint Dominic, St. Joseph's School, Somerville, Mass.:

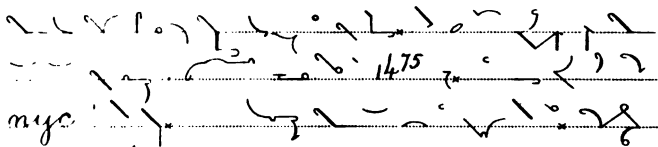
ESTHER M. CONNORS, Somerville, Mass.

THE STATE NORMAL SCHOOL, of Salem, Mass., has elected Clara E. Townsend to take charge of the shorthand classes in that institution for the school year 1909-10. Miss Townsend has for several years past been at the head of the shorthand department of the Oshkosh (Wis.) High School, where she has done conspicuously successful work.

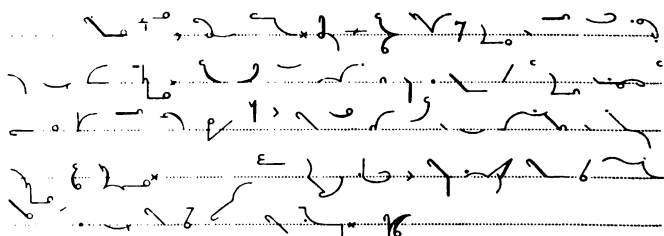


[Learners' Department.]

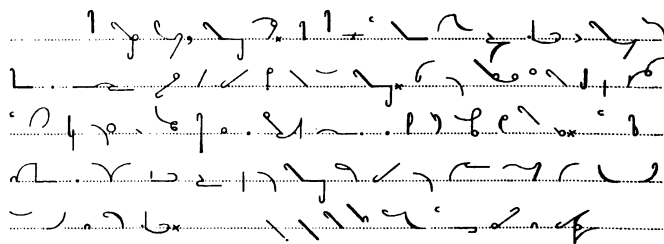
## LITTLE LETTERS.—Continued.



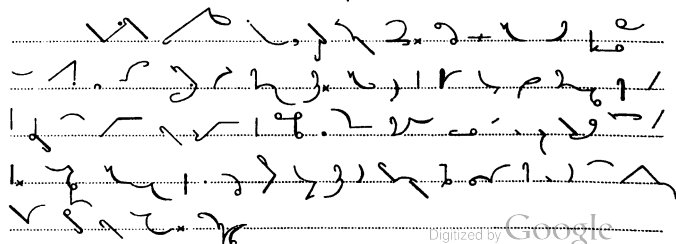
55

*To follow Lesson XXXVIII of  
The Phonographic Amanuensis.*

56



57



58

Handwritten phonographic script for lesson 58, consisting of four lines of cursive symbols on a four-line staff.

59

Handwritten phonographic script for lesson 59, consisting of two lines of cursive symbols on a four-line staff.

60.

Handwritten phonographic script for lesson 60, consisting of two lines of cursive symbols on a four-line staff.

61

Handwritten phonographic script for lesson 61, consisting of two lines of cursive symbols on a four-line staff.

62

[To follow Lesson XL.]

Handwritten phonographic script for lesson 62, consisting of two lines of cursive symbols on a four-line staff.





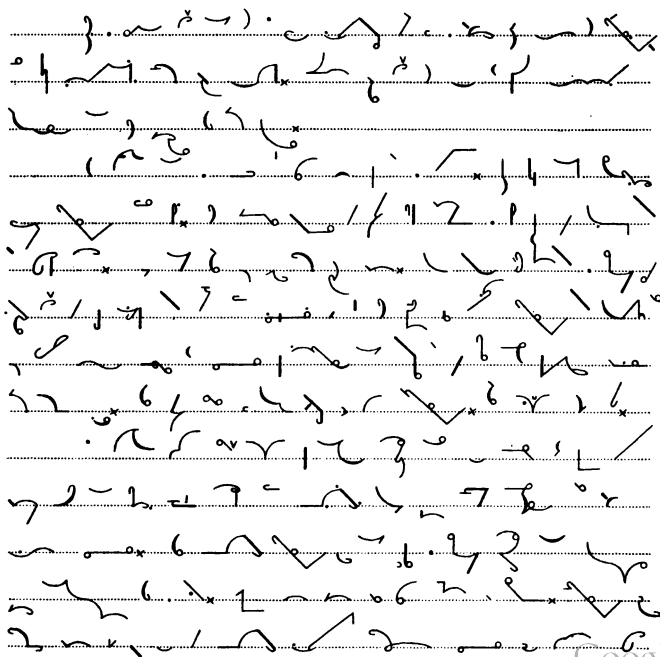
[In the Amanuensis Style.]

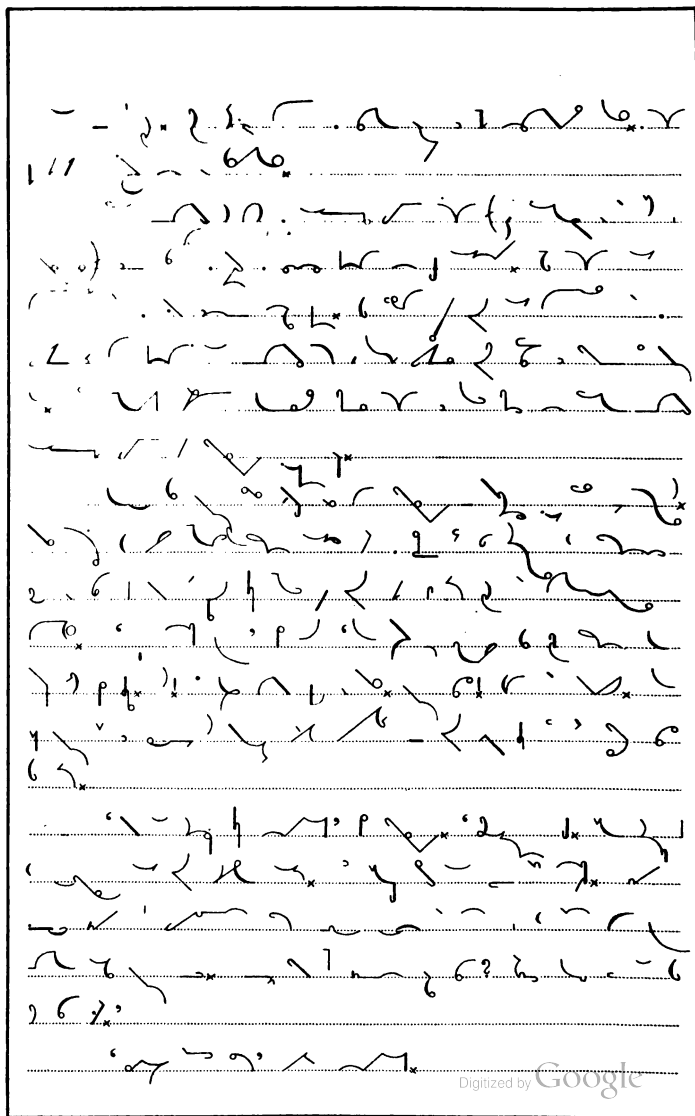
## TALES FROM SHAKESPEARE.

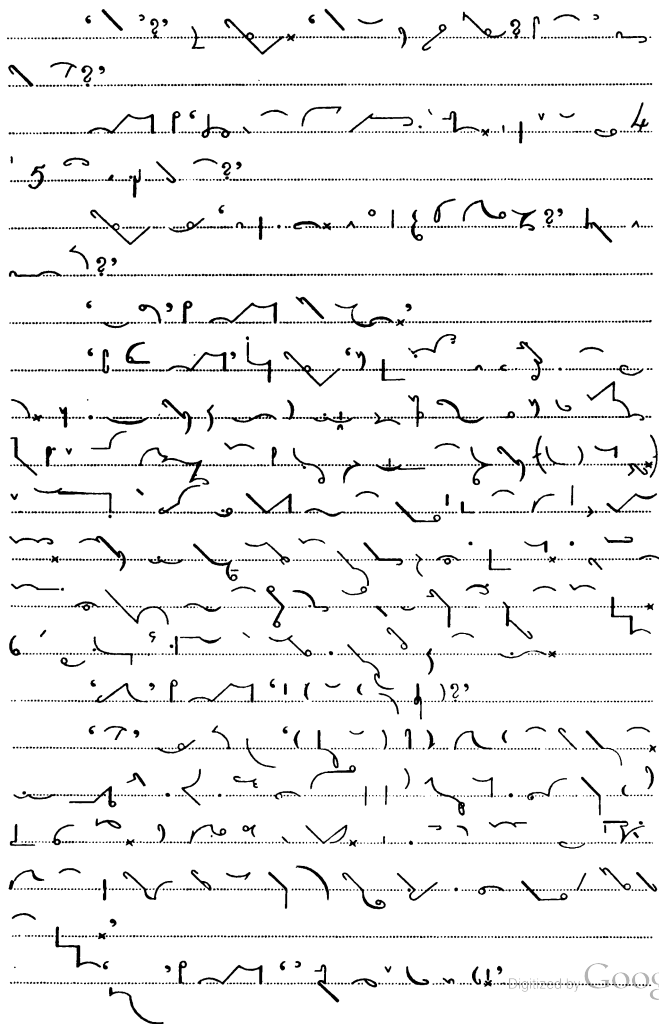
BY CHARLES AND MARY LAMB.

## THE TEMPEST.

[NOTE.—The reader that desires a key to "Tales from Shakespeare," printed in the ordinary type, is advised to obtain No. 64 of the Riverside Literature Series. This pamphlet contains an introductory sketch. If not obtainable from your bookseller, it will be sent by mail, post-paid, on your sending fifteen cents to the publishers, Houghton, Mifflin & Company, Boston, New York, and Chicago, or to The Phonographic Institute Company, Cincinnati.

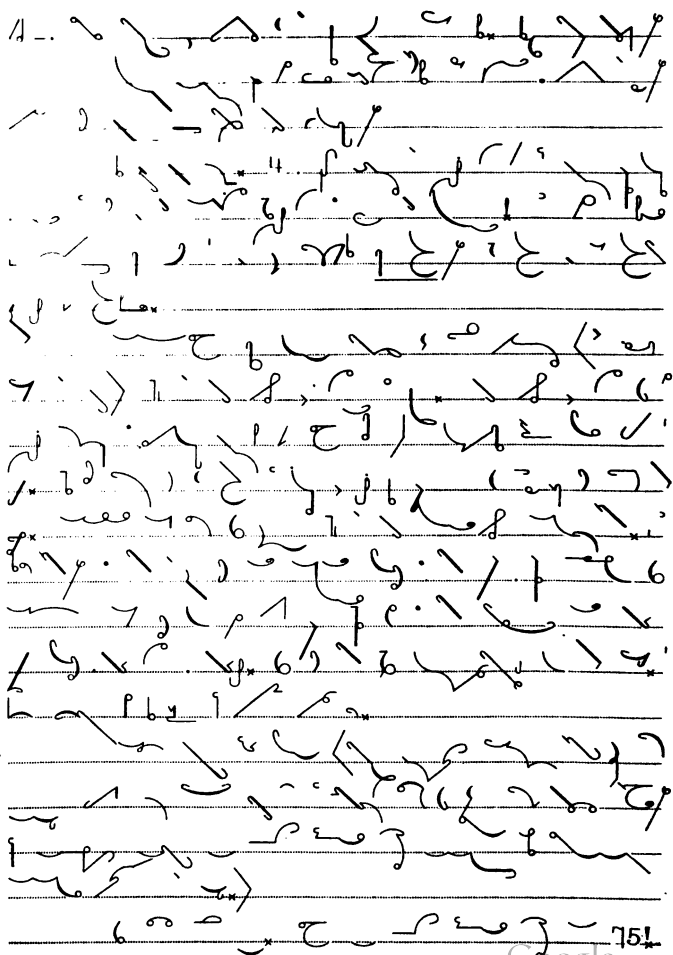




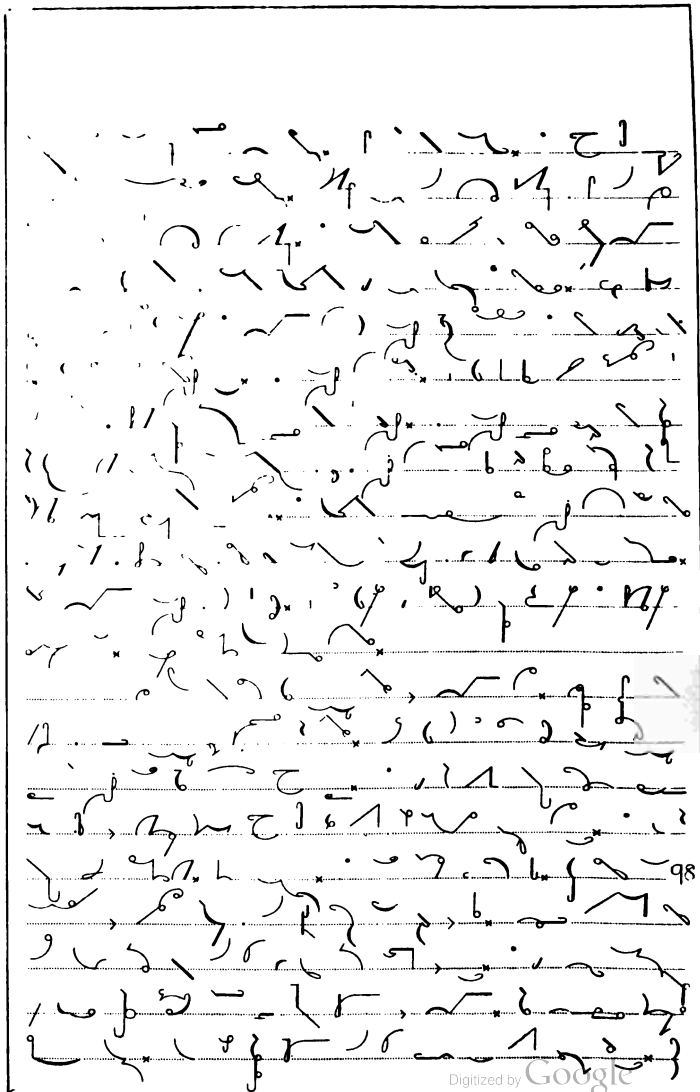


[In the Reporting Style.]

## WEBSTER'S REPLY TO HAYNE.—Continued.



The image displays ten staves of handwritten musical notation. The notation is a form of shorthand, likely phonographic, using various symbols, curves, and straight lines to represent musical notes and rests. The staves are organized into two groups of five. The first group (top five staves) contains several measures of music, with some measures marked with the number '28'. The second group (bottom five staves) also contains musical notation, with measures marked with '75' and '14'. The handwriting is fluid and characteristic of the late 19th-century phonographic style.



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	Benn Pitman, 796 writers, 50.4 %.
■	Graham, 242 writers, 15.3 %.
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■	Isaac Pitman, 67 writers, 4.2 %.
■	Gregg, 66 writers, 4.1 %.
■	Cross, 45 writers, 2.8 %.
■	Barnes, 25 writers, 1.5 %.
■	Pernin, 25 writers, 1.5 %.

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## HOW TO COPY ROUGH MANUSCRIPT.

BY S. ROLAND HALL.

Many stenographers who do acceptable work on correspondence, law papers, etc., are perplexed and either have to ask employers numerous questions or run the risk of making stupid mistakes when they undertake to make "clean" copy of rough manuscript—that is, manuscript that has been corrected and possibly "marked" for the printer. So much copy is nowadays prepared for folders, booklets, form letters and other kinds of printed matter that no stenographer is thoroughly qualified if he does not know how to handle such manuscript. Furthermore, exercises that are similar to this kind of work have for years been a part of the United States Civil Service examination for stenographers. In revising speeches, reports, and the like, business men frequently correct and mark their copy in almost the same way that they would prepare it for the printer.

Any first-class dictionary will give a list of the marks used in proof-reading. The stenographer should understand the use of these marks, for he may be expected from time to time to pass on the proof of printed matter, and besides many of these marks are used in editing and marking copy.

The following are some of the common practises that the stenographer should be familiar with.

One straight line under matter means "Set this in italic type."

Two straight lines under matter mean "Set this in small capitals."

Three straight lines under matter mean "Set this in the regular capitals."

Three straight lines and a single waved line mean "Set this in black-faced capitals."

In addition, the abbreviations, *ital.*, *s. c.*, *caps*, and *b. f.* are often used, and are ordinarily placed in the margin directly opposite the sentence that is to be set in the specified way.

In accordance with the foregoing, three short marks under a letter mean "Use a capital here." A diagonal line struck through a capital means "Use a lower-case letter (a printer's term for all letters that are not capitals, often abbreviated to *l. c.*) here."

¶ means, "Start a new paragraph here." "No ¶," or "Run in," used in connection with a line showing the matter that is to run together in one paragraph, means that the paragraph indicated by the original arrangement of the matter is not to be started.

*Tr.*, or *Trans.*, written in the margin means "Transpose the matter indicated by the lines." Sometimes the lines inclose the matter



(2)

Not a high-grade, high-land coffee at  
 at a price <sup>just</sup> a little higher than  
 that of ordinary coffee. "Costs  
a little more but it's better" (b.f.)

"Makes rich, brown, fragrant coffee  
 lacking in bitterness and with  
 delicate flavor all its own economic in  
shipment <sup>the end</sup> even at  
 from the <sup>plantations</sup> fields in the <sup>hull</sup> shell so 10 cents  
a pound

that no odors may be absorbed.  
 Roasted in <sup>the U.S.</sup> our own roasting-plant  
 by a process that ~~retains~~ keeps all  
 the aroma in the berry. "Packed only

(tr) in one-pound square, air-tight, screw-  
 top tin cans. Sample <sup>can</sup> free Ac-  
cept no substitute (tr)

No cattle-ships used

to be transposed and run to a point where a caret is used to indicate the new position. Where there are only two words, and they are close to each other, the transposition is indicated by running the line under one and over the other, as shown in the illustration; but *Tr.* or *Trans.* should be written in the margin. If the transposition is complex, figures 1, 2, 3, etc., may be written over the words, indicating the new order that the words

An abbreviation with a ring around it should be written out in full.

In adding extra sheets to manuscript that has been numbered, writers will sometimes avoid the labor of renumbering all the sheets by using letters for the extra sheets. Thus, if four sheets are inserted after Sheet 10 of the original numbering, the original No. 10 will be marked 10A, the next 10B, the next 10C, and so on. A note is

A high-grade, high-land coffee at a price just a little higher than that of ordinary coffee.

"Costs a Little More but It's Better."

Makes rich, brown, fragrant coffee lacking in bitterness and with a delicate flavor all its own. Goes further than ordinary coffee. Economical in the end even at forty cents a pound. Shipped from the plantations in the hull so that no odors may be absorbed. No cattle ships used. Roasted in the United States in our own roasting-plant by a process that keeps all the aroma in the berry.

Packed only in 1-pound air-tight, square, screw-top tin cans. Accepted no substitute. Sample can free.

## THE CLEAN COPY.

are to take, and *Trans.* written in the margin.

*Stet* means "Let the cross-out matter stand." *Stet* is usually written in the margin (sometimes it is abbreviated to *St.*) and the words to be restored have a line of dots under them. The dots are particularly important if only a part of the cross-out matter is to be restored.

A dot with a ring around it is merely the copy-writer's period. The ring is used in hand-written copy to prevent the period from being mistaken for a comma—a common mistake when the circle is not used. It is not necessary to put rings around the typewritten period.

sometimes placed on such copy reading something like, "Sheets 10B, 10C, 10D, and 10E follow this sheet." This memorandum would of course go on Sheet 10A in the instance just cited. If the stenographer recopies matter of this kind it is best to renumber all the sheets as he goes.

Memoranda for the printer should always be inclosed by a ring and put in the margin in a different color, when possible, in order that the directions may not be mistaken for text matter and be set up.

When a sheet of copy is taken out after the numbering, write on the previous sheet, "Sheet No. — killed; Sheet No. — follows."

Sheets are sometimes referred to as *folios*, and numbering is sometimes spoken of as *folioing*.

Do n't use all capitals for a heading if the writer has shown that he wishes upper and lower-case letters used, that is, wishes only the principal words of the heading begun with capitals, as in the line below:

#### How the Bundy Trap Works

It is now good practise to omit punctuation marks from the ends of independent headings unless the marks are required for clearness, as would be the case with a question mark.

If the main manuscript is written double-spaced—which is nearly always advisable—write quoted extracts single-spaced, that is, if it is the idea of the writer to have the quoted matter set in a smaller size of type; and in such a case, quotation marks are not necessary, for the smaller type is sufficient indication that the matter is quoted. In the finished manuscript, a vertical line should be drawn down the side of all matter that is to go in smaller type. If the writer has definitely decided on the typographical style, he can put data in the margin reading, "Set this in 8-point," or "Set this in 6-point type-writer," etc.

Put all typographical indications, such as waved lines, etc., in the finished copy, so that the writer will not be compelled to put these in again when passing on the type-written manuscript.

It is still "good copy" for the printer if a few slips of added matter are pasted on the margins of the original sheets, with carets or asterisks showing where the added matter is to go, and the slips folded face down on the original sheet. Of course, this pasting on of orig-

inal slips would be inadvisable if a manuscript were part of an examination or were to pass critical inspection. But in copying matter do n't mistake an asterisk in body matter, calling attention to a footnote, as an indication that the footnote is to be copied in the main text in the clean copy.

Writers often used the double hyphen (•) in pen-written manuscript. In typewriting such copy, use only the single hyphen.

A pair of shears and a pot of paste are helpful in preparing manuscript for the printer. When a paragraph has so little correction that it may be read with ease, save time by clipping it and pasting it in its proper place on the new sheet. Printed extracts, illustrations, etc., may be pasted neatly in their proper places.

Do not divide a word at the end of a sheet, for copy is often distributed among a number of printers, and different printers may get different parts of the word.

Number printers' manuscript at the top of the page, and do n't bind the sheets together. Rolled manuscript causes a great deal of profanity. Paper about 8 or 8½ by 11 inches is just right. Do n't use very thin paper.

Manuscript submitted for the consideration of editors should show the writer's name and address at the top of the first page, also the approximate number of words in the article. If a pen-name is to be used, put that under the title of the article.

Editors like double-spaced typewriting and wide margins, for such manuscript affords room for editing and marking.

An examination of the two illustrations will make some of these points clearer.

## SHORTHAND PENMANSHIP.

BY C. A. CHESSMAN, NEW LONDON, CONN.

As in "longhand" writing, the characters used in the writing of phonography are capable of good or poor execution, according to the training and individual abilities of the writers. That it is possible to improve the penmanship in fast work, every writer knows. Nearly every text-book attempts to describe a method by which good shorthand penmanship may be attained, but nearly all fail to go into the subject in a sufficiently detailed manner to start the tyro along the right road to success in this branch of the study of the art of writing phonography. That penmanship in phonographic writing is a separate and distinct branch is, I believe, true, for the penmanship requires a great deal of concentrated effort before it may be brought to a standard which is satisfactory alike to student and teacher. The purpose of this article is to show the tyro as well as the teacher how good penmanship may be developed in the shortest possible time and in a manner which will fascinate the student and develop enthusiasm in his work.

I have stated that the text-books do not adequately guide the student in his effort to attain good penmanship, and in making this statement I refer to the lack of fundamental principles which underlie good penmanship. To attain expertness in any branch of learning one must first acquire a knowledge of the elements which make up that study; to become skillful with the brush the artist is first compelled to gain perfect control of his hand or "touch," to attain speed on the typewriter by the "touch" method

the student is first required to learn the position of the keys to such a degree that the mind no longer searches for them, but the finding of the proper letters and combinations of letters becomes automatic. These instances might be enumerated at greater length, but I believe the reader has grasped the question at issue. A most pertinent illustration is the athlete—he is required to go through a severe course of training before he is fit to contest his fellows in any feat of strength or endurance; and so may we liken the shorthand student to the athlete—he must go through a course of training before his writing muscles and his conception of the formation and symmetry of the characters which make up the elements of the art are under automatic control. In order to attain this perfect control of mind and hand he must be trained.

The poor success of the old methods of longhand writing has been due to the lack of this same fundamental principle—the copy books failed to train the pupil, whereas the muscular movement method of longhand writing does train the pupil from the first to gain control over the mind and hand. The writing of phonography has been performed for years and years by what is called the "finger" method, and this method has gained many advocates among the profession. The popularity of this method to-day is due more to its having been the only method of writing for all these years than to its value as a system; but all things are being improved upon in this day of rapid advance, and, among other things, is shorthand writing. Owing to the success of muscular movement in longhand writing, some progressive teachers have ex-

perimented with that method as a method of writing shorthand, and they found it admirably adapted to every need, being both swift and sure. This method possesses every feature of advantage of the finger movement, in addition to the lack of the disadvantage of muscular contraction or "cramp" after long-sustained effort. The reason for this is obvious: the small muscles of the fingers are not endowed with the endurance to allow them to perform prolonged writing without suffering fatigue and eventual contraction to a degree which renders writing impossible, while the larger muscles of the upper and forearm are designed for just such situations, being developed to a degree which renders them practically tireless in writing, while they are capable of being trained to an extent which allows the execution of the most complex character or outline with ease.

The muscular movement as applied to the writing of phonography differs somewhat from the same method as used in the writing of longhand, as the shorthand muscular movement is a combined finger, wrist, and arm movement. This combination throws the work upon a large number of muscles, so that the labor is divided to a large degree.

The study of the proper movement in writing shorthand cannot be given too much attention, although it is a subject which is very much neglected by the average teacher. The chief aim of most teachers seems to be to get out of the pupil as much speed as possible in short periods of dictation without taking into account the future necessity perhaps of having to write for hours at a time without much opportunity for rest. Any

method will do for a short period, provided the student has used the method long enough to be perfectly familiar with it, but the teacher should make it a part of his duty to see that the student starts his study in a correct manner; and, among other things, the subject of movement and, incidentally, penmanship, must be given thorough supervision.

The teacher who attains the best results is invariably the enthusiastic teacher; and the enthusiastic teacher seldom fails to surround himself with enthusiastic students. One of the best means of breeding enthusiasm among shorthand students is to give them a series of drills in shorthand penmanship. Apart from the fact that the drills work untold benefit to the student in his executive ability, they secure for him a short period of relaxation in his work, which alone repays the student and teacher for his trouble in pursuing the scheme of training.

In order to gain an intelligent idea of how to apply these drills, a description of the drills and the methods pursued in constructing them is here needed.

One of the points which should be emphasized in giving instruction in the muscular movement of shorthand writing is *muscular relaxation*. Require the student to take up his pen or pencil, raise the hand a foot from the desk, and then drop it limply upon the desk. This simple exercise constitutes muscular relaxation, as it causes all the muscles of the hand and arm to relax in order to perform the act. Allow the hands to rest on the desks in the positions assumed after falling for a few minutes, and then repeat the exercise, all the time requiring the students to as-

sume correct and hygienic positions. *Allow no actual relaxation of the rest of the body*, aside from its assuming a comfortable position; i. e., allow the weight of the body to be thrown upon the left arm, the body slightly inclined toward the desk, but not actually resting against its edge, and the shoulders not slouch forward. Active supervision of these details will be well repaid in the health of the students and in the character of their work. This relaxation of the muscles of the hand and arm decreases the effort of writing when actual writing commences, as well as develops an extreme lightness of touch. When writing, of course, the muscles become more or less contracted, according to the violence of effort, but the exercise overcomes this tendency to a great degree and thus renders the muscles more enduring. After the student has learned thoroughly the principles of relaxation, and after the preliminary exercise in relaxation at every recitation, the student is then required to write in approximately the same position which the hand assumed in falling, as this position is the natural and therefore the correct one.

The drills are very simple in character of composition, being made up of the stems used in regular shorthand writing, and forming combinations of these stems by the use of the hooks and circles. They commence with the simple strokes of the shorthand alphabet, the light lines first, then combinations of these lines, made very simple of execution; then the shaded lines are introduced, followed by combinations of these stems, which may be the same as used in the light lines, or varied, according to the taste or ingenuity of the instructor. As the

student advances, the drills are made to include so far as possible the principles learned, and the combinations are gradually increased in difficulty. Every drill should be written by count, as this method develops a uniformity of movement not attainable by any other method, which is a very distinct advantage in shorthand writing. As the student advances into phrases, the individual phrases may be included in the drills, written by count, combined where practicable by means of circles or hooks, so that he is developing all the time unvarying uniformity of movement on those outlines which he will actually use, and, at the same time, acquires a precision of execution which develops confidence, that greatest of possessions of the shorthand writer.

The above description should be clear enough to give the teacher an idea of what constitutes the drills and how they are applied. Lack of space precludes the annexation of illustration of any of the drills.

Those of my readers who are skeptical as to the adaptability of this method to shorthand writing should call to mind the tremendous success of the method in longhand writing, and, at least, experiment with it. No claim is made that the method can make a shorthand writer out of a dullard; but claim is made that those pupils who are inherently fitted to become shorthand writers will gain proficiency in the art more quickly through pursuance of the principles here set forth than by instruction which is out of date and is founded on no actual principles whatever aside from those contained in the textbook, and which alone apply to the art itself as a means of expressing spoken language in writing.

## PEIRCE SCHOOL.

The engraving on the opposite page shows a view of one of the shorthand departments of Peirce School, Philadelphia. This great school is a model not only as to its methods of instruction and training, but also as to arrangement, equipment and system. During the last complete school year (1908-09) the enrollment in all departments approximated two thousand, pretty equally distributed between the business and shorthand courses. The shorthand department is organized in four sections. Section IV is a department in which preliminary instruction is given to beginners that need strengthening in general English preparation. Shorthand instruction is begun in this department, but only a limited time is devoted to it, the emphasis being placed on English. Section III receives the students who have past Section IV, as well as all beginners that can pass a satisfactory entrance examination in English. In this section training is given in the fundamental principles of the system as set forth in the *Phonographic Amanuensis*. In Section II the student that has satisfactorily completed the *Amanuensis* is instructed and trained in actual correspondence and is given a review of the text-book. Section I is the graduating department. The daily routine of this department consists in large part of the taking and transcribing of dictations of practical business letters under actual working conditions. In all departments continuous instruction is given in typewriting, and in the graduating department the use of billing-machines, mimeographing, indexing, and like office processes are thoroughly taught.

The engraving shows the students of Section I making a transcript from their Benn Pitman notes under the direction of C. R. Evans (certificated teacher) and two of his assistants.

## TRANSCRIBING METHODS.

A recent writer in the *New York Sun*, evidently well acquainted with the ways of the shorthand reporters of the metropolis, gives the following interesting account of the development of methods of transcribing reporting notes:

It was not so many years ago that the shorthand writer was obliged to transcribe his notes with a pen. For big affairs, when more than one copy was required, he would use a stylus and manifold his transcript with carbon paper interlays.

Before the use of carbon paper became general it was even necessary, especially in the case of big trials, where some attempt was made to furnish a daily copy, for three or four or more writers to take dictation at the same time from the reporters. Even that was not so very long ago, for there are in this city to-day shorthand reporters still doing business who were in harness when those conditions prevailed.

With the introduction of the really practical typewriting machine all this was changed. The reporter either pounded out his own copy or dictated it to some adept at the machine. The use of the machine, too, rendered it possible for a great number of copies to be made at once, often more than twenty being produced at a time.

Even with the aid of the typewriter it became difficult to satisfy the demands of the public generally for quick and complete copies, and many shorthand reporters were at times compelled to adopt the exceedingly difficult expedient of dictating to two typewriter operators at the same time, that is, reading from one portion of their notes to one operator and from another portion to the other, so that during the entire period of dictation the merry click of the machine was never silent.

The inability of even this method to catch up and record to the satisfaction of the public, especially through the news-





papers, the hundreds of thousands of words that were uttered for the benefit of the public sometimes was practically responsible for the adoption of still another aid. The commercial value of the phonograph when nearly perfected was at once apparent to the "knights of the winged pen." With this valuable adjunct what could be easier than for the shorthand writer to talk cylinder after cylinder full of the words he had listened to and recorded, and for these cylinders in turn to be reproduced by many expert typewriter operators as were necessary?

It was n't long before some far-sighted individual went even a step further in this matter of rapid reproduction of spoken language. He used the shorthand notes and the phonograph, but he dropt out the typewriter, and the phonograph cylinders were retalkt directly to linotype operators, who set the type as rapidly and accurately as though they had a written copy before them. This method is used by but one firm at present, and it represents the last cry in the business of verbatim reporting. What further advance may be made can hardly even be guest at.

Then, apparently as an after-thought, he refers to the only method the real shorthand master (and there are many of them) would think of employing for the transcription of his notes.

An article of this kind would hardly be complete without a reference to the most pleasant and at the same time least frequently used method of getting out transcript. This method is to turn the original notes over to somebody else to transcribe or dictate.

Of course this necessitates absolute familiarity on the part of the assistant with the system written, and it must be borne in mind that shorthand writing, either stenographic or phonographic, is just as much markt by individual characteristics as is ordinary longhand, and this refers as well to the formation of the characters as to the use of phraseograms or word-signs not found in the text-books. It is seldom, therefore, that you can find any one capable of dictating another's notes intelligently unless specially trained to read that particular person's notes.

When shorthand has once become truly standardized so that note-taking habits are practically

uniform among reporters, all transcripts will be made by assistants reading the original notes.

## MIXING SYSTEMS.

BY ISAAC MOTES, KANSAS CITY, MO.

One of the most serious mistakes that can be made by a shorthand student or a stenographer taking his first position is that of appropriating word-signs and attractive outlines from different systems. This practise has a peculiar fascination for the shorthand student, as I know by sad experience. He sees some outline that appears to him more easily made, and especially shorter, than the outline for the word or phrase in his own system, so, after he has been writing the word or phrase according to his own system for perhaps a year, he thinks there is nothing wrong in making the substitution. In this way he injects a disturbing element into the system he is trying to master, and thus he makes it more difficult to learn it perfectly.

Phonography is different from other kinds of writing; and it is hard enough to make shorthand ideas stick in the mind without having to tear them out after they have begun to take root and to replace them with other and radically different ideas. It is like setting out some shade tree or flowering shrub in your yard and allowing it to take root and begin to put forth fresh, green leaves and beautiful blossoms, then to dig it up in order to set out another tree or shrub in its place which you think more beautiful.

The student should remember that accuracy is more important than speed, because you may have

accuracy without speed; but certainly you can not have speed that is worth anything without accuracy. In order to be accurate there must be a fixedness, an exactness, a certainty, a definiteness about your outlines, with a clear, distinct photograph of them in your mind. And in order that there may be this fixedness and certainty there must be only one unvarying outline for each word or short phrase in the language, and one word-sign for each of the common words.

The same definiteness of meaning must cling to shorthand characters that attaches to figures (Arabic numerals). When you see a line of well-made figures there is never any uncertainty in your mind as to what each represents, because you are so thoroughly familiar with them, and know there is only one written sign to indicate each figure. If there were several different ways of writing each figure it would take you longer to sense the meaning of the line of figures. Just so shorthand outlines must have the same fixedness of meaning. And it is even more important that each letter of the shorthand alphabet, each hook, curve, and circle should always be written in one unchanging way, because there are more of them than of the figures, and it requires far more mental energy to learn them than to learn the ten figures, even when the shorthand letters and characters are written according to one certain system.

In holding a position where you have to handle hard technical correspondence you will find that accuracy in writing and reading shorthand outlines is fully as necessary as accuracy in making figures. Business men always tell the

stenographer to give extra care to getting his figures correct, and some dictators have the stenographer repeat numbers after he writes them, to make sure they are correct. But in reality a mistake in reading a shorthand outline is as much a reflection upon the stenographer's ability as is a mistake in figures.

If a student takes up a shorthand system and studies it for months, and then decides that he has made a mistake, I do not think he should then mix word-signs and contractions from other systems with the one he has taken up, and try to unlearn things in his own system.

It is of the greatest importance to select your system aright and then to bend all your energies to mastering it, to making yourself familiar with it, and steeping your mind in its principles, to the exclusion of all other systems. It does not pay to mix Pitmanic systems. The word-signs are so different, even if there were no other reasons. No student makes a mistake in taking up the Benn Pitman system. After taking it up and studying it a few months, do not allow any one to persuade you to change or to mix other outlines, word-signs, and contractions with it which conflict with what you find in it.

I have known some promising stenographers who took up the Benn Pitman, Isaac Pitman, or Munson systems to be well-nigh ruined by trying to mix Graham cutlines, phrases, and contractions with these systems. They saw some of those exceedingly brief contractions and phrases in the Graham text-book, contractions that look so crisp and short that they fell in love with them and

tried to engraft them upon their own systems. But in rapid writing there would be some hesitation, some doubt, and uncertainty as to which outline should be used, and in reading the notes there was often trouble. And if there is any guess-work to be done about outlines it does seem that the stenographer is more apt to guess wrong than right.

Do not pay any attention to people who tell you this, that, or the other system is better than yours. I have found, in teaching shorthand in different parts of the country that the people who talk most persistently, learnedly, and dogmatically, in parlors and around dinner-tables, about the superiority of certain systems know very little about *any* system—even about the one they commend. They have picked up a smattering of it, just enough to talk about it glibly and to make the uninformed and undiscerning believe they know a great deal about the subject. The more expert and experienced a stenographer is the more moderate and reserved his statements become and the less he is disposed either to praise or to condemn unduly different systems.

I am firm also in the belief that that school turns out the most efficient stenographers which teaches only one Pitmanic system. It is demoralizing and diverting to a large room full of students to have them studying two or three different systems, for the reason that under such circumstances students are certain to spend time in comparing systems and discussing their merits and demerits, and wondering whether or not they made a mistake in taking up the one they chose. I know it is difficult for a

large school to restrict its shorthand instruction to one system, as students will come to it after having studied some other system for a while. Such students naturally object to changing, and I have already said they should *not* change; but the fact remains that the ideal shorthand school is the one that teaches exclusively the Benn Pitman system, and teaches it to bright students who have had no previous experience with any other, who do not study in the same room with students pursuing other systems, and who, to all practical purposes, shut their eyes to the fact that there is any other system in existence.

## EDITORIAL.

### AS TO STANDARDS.

The editor of the **PHONOGRAPHIC MAGAZINE**, a personal and highly esteemed friend, has become possessed with the idea that there should be and will be one universal system of shorthand used in this country, and he advances excellent reasons, economic and social, in advocating his plea. Incidentally, he believes that the particular brand of Pitmanic shorthand which he promotes should be this universal system, which may weaken his argument with some people, but, after all, should have no weight in determining the actual merits of his main proposition.

While we admit and indorse his arguments, our good friend has left out one element—*human nature*—which is the deciding factor in questions of this kind. Just as long as the human mind is at liberty to give expression to its inclinations, its ambitions, and its aspirations, just so long as the inventive fac-

ulty is free, just so long as the law of human progress is continual improvement, just so long will there be more than one, and, indeed, there are sure to be many systems of shorthand. Therefore, the hope of our friend is an iridescent dream, which, if it were realized, would have for its main significance a dead stop in the matter of progress in the field of shorthand writing, without compensating advantages.—*The Budget*.

We rejoice to know that our arguments in support of the standardization of shorthand are admitted and endorsed by so able a thinker as our good friend Dr. Rowe. We agree with him completely that there will always be certain persons who will experiment, actuated by the hope of stenographic improvement or, perchance, revolution. But this does not concern the great body of shorthand writers who are confronted by a condition, not a theory. The thing that interests them is not experimentation in futures, but present-day uniformity in shorthand usage, without which the individual shorthand writer in the actual workaday world will never get out of shorthand all there is in it for him.

The usefulness of shorthand to each writer will be increased just in proportion as it ceases to be necessary for him to transcribe his shorthand notes. Standardization will largely remove this necessity.

Of course it is within the range of possibilities that some day a

happy inventive genius may discover a stenographic method so far superior to Pitman Phonography as to make it a system worthy of general acceptance as the standard; and then Pitman will have to go. But up to this time this is just what has *not* happened. It is conceivable that a method of numerical notation may yet be invented that shall be superior to the Arabic digits used decimally. But it will be "up to" the inventor to "show" the whole world not only that his system is better, but so much better as to justify the abandonment of the old standard and the adoption of the proposed one.

No non-Pitmanic system of shorthand has as yet shown itself to possess even the puniest claim to recognition as the new standard.

## THE EMBLEM.

Many letters received by the editor since the issue of last month's number of the *MAGAZINE* make it clear that a great proportion of its readers approve of the suggestion that an emblem be adopted that may be worn by writers of the system. Many suggestions were made as to the form it shall take. The general desire seems to be for a pin or button—the same design being adaptable to either use. The following have sent sketches or descriptions of a definite kind, so that they may be regarded as being contestants for the prize offered for

the best design: Wm. P. Koche-nour, Rego, Ind.; W. N. Glass, Galion, Ohio; Ernest G. Proffen, Baltimore, Md.; Louis E. Schrader, Wheeling, W. Va.; Ernest R. Robinson, Chadds Ford Junction, Pa.

Several excellent sketches have been offered, but there is opportunity left for a great variety of designs. The lists will not be closed till Jan. 1, 1910; but should the design finally adopted have been proposed by two or more persons, the one first proposing it will win the prize.

### CORRESPONDENCE.

A REPORTER WHO STICKS TO THE  
STANDARD.

HUNTINGTON, W. VA., }  
June 25, 1909. }

I am the official reporter of the Cabell County Criminal Court, and I report the sessions of the United States Court at Huntington and at Charleston, W. Va. I write the Benn Pitman system and have endeavored to follow strictly the principles of the system and not to vary it for any ideas of my own.

I came out of school about the year 1893-94, at Barboursville, W. Va., having taken shorthand under L. M. Ekin [certificated teacher] at that place. But I did not then stop the study of the system. For years I gave about two and one-half hours every night to the further study and practise of shorthand, devoting my time to medical journals, law reports, congressional records, and the like. I am now engaged in making a shorthand copy of a work on physiology and

in making the shorthand outlines of medical words as contained in the fourth edition of Gould's "Medical Words." In all my work I have at my hand your *Phonographic Dictionary and Phrase Book*, and find it one of my best friends in time of need.

RUDENZ S. DOUTHAT.

### ANNOUNCEMENTS.

NATIONAL SHORTHAND REPORTERS' ASSOCIATION.—CONTEST FOR SHORTHAND WRITERS' CUP.—EXAMINATIONS.

The National Shorthand Reporters' Association, at its meeting to be held at Hotel Marion, Lake George, beginning on August 24th, has arranged to conduct a contest for the Shorthand Writers' Cup; also an examination for stenographers.

Dictations will be given for five minutes on straight matter, beginning at 150 words a minute, and including 150, 175, 200, 220, and 240. There will also be testimony dictated at 240, 260, and 280 words a minute for five minutes. Those who enter the contest for the cup will be compelled to transcribe one of the dictations on the speech matter and one on the testimony.

One word from the total number of words written will be deducted for each error, and the person having the highest net speed on the two articles will be awarded the cup. No transcript will be considered in this contest which contains more than ten per cent of errors.

For the certificate, only one transcript need be made, and this must be on the straight dictation. Certificates will be granted at 150, 175, 200, 220, and 240 words a minute. Errors will count the same as in the contest for the cup. It is pos-

sible, however, that the committee will insist upon a higher degree of accuracy than 90 per cent before awarding a certificate.

The committee in charge of this examination and the contest consists of the president of the association, O. L. Detweiler, *ex-officio*; George A. McBride, official reporter, Philadelphia; J. N. Kimball, reporter, author, and teacher, New York; C. H. Requa, official reporter, Supreme Court, Brooklyn; Charles McGurrin, official reporter, Kalamazoo, Mich.; Frederick J. Rose, reporter, Chicago; Dr. Edward H. Eldridge, secretary, reporter, and teacher, Simmons College, Boston.

All who desire to enter the contest or to receive a certificate giving their authentic record, are requested to communicate at once with Dr. Edward H. Eldridge, Simmons College, Boston.

## DOTS AND DASHES.

THE ESTHETIC ARGUMENT.—Under the foregoing title the Simplified Spelling Society, of England, has lately issued its Pamphlet No. 4. It is a merciless destruction, by William Archer, of that most hollow and insincere of all the arguments that have ever been made use of to bolster up the conventional spelling as against rational spelling. Following is the first paragraph:

A distinguisht novelist, discussing the problem of spelling with the present writer, exprest the view that simplification would leav the language bare and bald, like the whitewasht wall of a Methodist chapel. "You must hav ornament!" he said, waving his cigaret, as if to illustrate his point, "You must hav arabesque!" This is probably the happiest way in which the esthetic argument has ever been stated. It has the notable advantage of not tying the speaker down to an exclusiv championship of the particular conventions of the nineteenth century.

He simply declares in favor of any spelling that has "vineleavs in its hair," or, in other words, a tasteful garnishing of superfluous letters. He is an anti-rationalist in general, and is not bound to defend in detail the special forms of unreason now dominant. If put to it, he is free to declare that the more luxuriant "arabesque" of (say) Elizabethan spelling is preferable to the comparatively meager ornamentation of to-day. And, to do my friend justis, he probably would not hav shrunk from this logical consequence of his thesis. He would hav maintaind without blenching the esthetic superiority of these lines over the modernized version:

Seemes Maddam, nay it is, I know not seemes.  
'Tis not alone my incky cloake good mother,  
Nor customary suites of solembe blacke,  
Nor windie suspiration of forst breath;  
No, not the fruitfull river in the eye,  
Nor the delected havior of the visage,  
Together with all formes, moodes, chapes of  
griefe

That can denote me truely.—*Hamlet*, ed. 1604.

Here Shakespear, or his printer, tho he simplifies "forst," and "havior," contrives to get in fourteen superfluous letters with which we now dispense. But if we want the language padded and upholstered, surely this denudation is pure loss. Or hav we now arrived, by divine providence, at just the right amount of padding, or "arabesque?" Was it a nice esthetic discrimination that led us to cut off the *ke* in Shakespear's *musicke* and *physicke*, the *ge* in his *dogge* and *flagge*, but to retain the *gh* in his *slaughter*, the *ugh* in his *though*, and to write *compelled* where he wrote *compeld*, *scanned* in place of his *scand*?

SIMPLIFIED SPELLING BULLETIN.—Under this title the Simplified Spelling Board has begun the publication of a quarterly periodical, of which Volume I, No. 1, bears date of June. This initial issue contains a report of the third annual meeting of the board held in New York City last April, an account of the Simplified Spelling Society, an organization that in England corresponds to the Simplified Spelling Board in this country, an article on "Simplified Spelling in Schools," and other articles and paragraphs bearing on spelling reform. The bulletin sells for five cents a copy,

and the annual subscription is ten cents. Address the Simplified Spelling Board, No. 1 Madison Avenue, New York City.

PROCEEDINGS OF THE TENTH ANNUAL MEETING OF THE NATIONAL SHORTHAND REPORTERS' ASSOCIATION.—This issue of the proceedings of the national association of professional shorthand reporters is of exceptional interest because of the very high quality of the papers contributed. "Congressional Reporters and Reporting," by the late Charles Currier Beale, is a thoroughly wrought-out record of the early history of parliamentary reporting in the United States. It gives information about all the reporters known to have done this kind of work, from Thomas Lloyd and John Fenno, the reporters of the First Congress, down to William Hincks, "the last survivor of the old-time stenographic congressional reporters," covering some forty persons. This brings the history to the end of what Mr. Beale considered the "first period" of American congressional reporters—the period antedating the use of Pitman phonography. It was Mr. Beale's purpose to prepare as "Part II" of this paper an account of the congressional reporters from 1848 to 1898, including the writers of the Pitmanic era, and it is known that much progress was made on the preparation of this portion of the work. Whether it is in such a state that it can be published we are not advised, but it is to be hoped that such is the case. The "Early History of the Typewriter" is well told by Charles E. Weller, in a paper which recounts the efforts, trials, and triumphs of C. Latham Sholes and his associates in Milwaukee, in the years 1867 to 1873, the years in

which the typewriter was developed from a mere ideal conception into a practical writing-machine. Mr. Weller was intimately acquainted with Mr. Sholes and tells the story from first-hand knowledge. The most interesting paper of all to those who are interested in shorthand on its technical side is that by Mr. Rich entitled "An Analysis of Court Room Diction." This paper we reproduce entire in the June MAGAZINE. Copies of the proceedings may be obtained of the secretary, Kendrick C. Hill, Federal Building, Trenton, N. J., for fifty cents.

"PROCEEDINGS OF THE NATIONAL COMMERCIAL TEACHERS' FEDERATION" FOR 1908.—Under this title the proceedings of the Indianapolis convention (the 13th) are now published uniform in style with the official reports issued by the Federation for the last five years. The present volume is bulkier than any heretofore issued by the Federation, and in so far may be taken as an index to the healthy growth of its activity, 348 closely printed large octavo pages being required to record the papers, discussions, and miscellaneous business transacted in Indianapolis. It would be impossible in a brief paragraph to give any adequate idea of the interest and value of this volume. Suffice it to say that it is a complete and faithful record of everything of any importance that was said or done at the convention, not only in the meetings of the Federation itself, but of its five constituent associations. Several of the papers read at the convention are worthy of close study in the printed form in which they now appear, and those members who were not so fortunate as to hear them read at the

convention may consider themselves lucky in now having the opportunity to consider them at leisure. Every teacher of commercial branches in the United States ought to be a member of the Federation, if only for the sake of these printed proceedings. The teacher of shorthand, for instance, will be abundantly repaid for the expense of his membership by the single paper read by Mr. Hadley and now printed in the proceedings, under the title "Notes on the Psychology of Shorthand." This paper was easily the most valuable of all those read in the sessions of the Shorthand Teachers' Association, and it is worthy not of one but of many re-readings. It is our advice to every such teacher that he at once perfect his membership in the Shorthand Teachers' Association by forwarding three dollars, the amount of the first year's dues, to the general secretary of the Federation, J. C. Walker, 43 Horton Avenue, Detroit, Mich., when he will receive a copy of the 1908 proceedings without further charge.

## PERSONAL.

NATHANIEL H. TAYLOR,\* well known in New England as an expert shorthand reporter, newspaper man and public officer, has announced his candidacy for the mayoralty of Boston. Of recent years Mr. Taylor has given his entire time to the Boston *Globe* as editorial writer. The *Charlestown Enterprise* recently said of him:

Mr. Taylor has been a constant student of municipal conditions, and some of the most enlightening articles on city hall, municipal finance, and other timely sub-

\* For portrait and biographic sketch see the *PHONOGRAPHIC MAGAZINE* for August, 1903, page 209.

jects which have been printed in the *Globe* were written by him. From his immense fund of knowledge of men and affairs, and his agreeable disposition, Mr. Taylor is a delightful companion among his acquaintances and associates. In his working habits he is markedly regular and methodical.

FORREST CLARK, late instructor in commercial branches in the California Military Institute, Coronado, Cal., informs us that he has recently been appointed to a position as stenographer and typewriter in the Philippine Service, following a civil service examination taken last March. Mr. Clark leaves for the Islands this month. "It may be of interest to you," he says, "as showing the demand for male stenographers in the Philippines, to know that I received by telegraph the offer of my appointment four days in advance of the notification of my rating."

MILTON W. BLUMENBERG, one of the corps of six official reporters of the United States Senate, was obliged to give up his position to a temporary substitute, June 21, under the strain of overwork that threatened a complete nervous breakdown. By the advice of his physicians he went for a complete rest to the country, where it may be hoped he will soon be restored to health. A Washington correspondent of the *New York Herald* says that since the tariff bill was reported to the Senate, April 12, and up to the date of Mr. Blumenberg's retirement the daily amount of discussion reported by the official reporters was something like 100,000 words, and the aggregate approximated six million.

FRED E. CROSSMAN (certificated teacher) recently attacht to the U. S. S. New Hampshire, is now enjoying land duty, with headquarters



in Washington. Here he makes constant use of his knowledge of shorthand and typewriting as clerk to the General Inspector of the Pay Corps, U. S. N., whom he accompanies on frequent journeys all over the country, inspecting ships, navy yards, etc. Mr. Crossman is an enthusiastic advocate of the study of phonography by the naval apprentice, who has the ambition to "work up."

### SCHOOLS AND TEACHERS.

ANNA A. GLASON (certificated) has renewed her engagement with the Kansas Wesleyan Business College, of Salina, Kansas.

EUNICE E. GLASS has renewed her contract to teach in the commercial department of the St. Johns (Mich.) High School, and will be in charge of the shorthand classes in that institution next year.

SINCE last reported the Teachers' Certificate has been awarded by the Phonographic Institute to the following-named candidates:

AARON S. LONGACRE, The Palmer School, Philadelphia, Pa.

MARY LOUISE KNOELL.

SINCE last reported the Amanuenses' Certificate has been awarded by the Phonographic Institute to the following-named candidates:

Recommended by Sister M. Felicitas, Sts. Philip & James School, Phillipsburg, N. J.:

THOMAS R. CONNLAIN, 163 Mercer St., Phillipsburg, N. J.

EDWARD J. DUFFY, 356 s. Main St., Phillipsburg, N. J.

FRANCIS D. McHUGH, 118 Mercer St., Phillipsburg, N. J.

FRANCIS T. SCHMITT, 165 Morris St., Phillipsburg, N. J.

THE MAYAGUEZ COMMERCIAL SCHOOL was opened June 28, at Mayaguez, Porto Rico, by G. A. Flanagan (certificated teacher). Mr. Flanagan is an able and experienced commercial-school man and was formerly principal of the Key West (Florida) Business School.

### OBITUARY.

FRANKLIN B. HEATH.

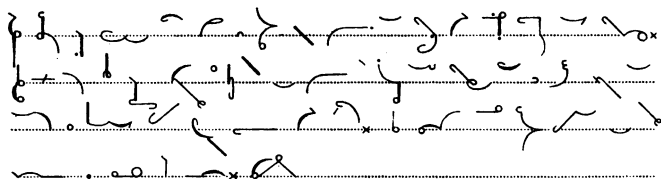
Franklin B. Heath (certificated teacher) died at the Norristown (Pa.) Hospital for the Insane, Wednesday, June 9, having been an inmate of that institution for approximately a year. Mr. Heath was for many years an able teacher of phonography and allied branches in Peirce School of Philadelphia, and he will be gratefully remembered by thousands of former students of that famous institution. Several years ago he gave up his position in order to organize a school of his own. The undertaking proved unfortunate, and within a short time after it was organized the school past out of his hands and, ultimately out of existence.

These business troubles, together with the fact that he was in physically poor health, preyed on his mind and his reason was overthrown. The funeral was held Sunday, June 13, at the residence of Robert Carson, Diamond St., Clifton Heights, Philadelphia, the interment being in Mt. Zion Cemetery.

JOHN H. MOORE, 35, for ten years teacher of commercial branches in the Charlestown High School, of Boston, died June 28, of a hemorrhage. Mr. Moore's home was in Rochester, N. Y. He was unmarried and was held in high repute as a teacher.

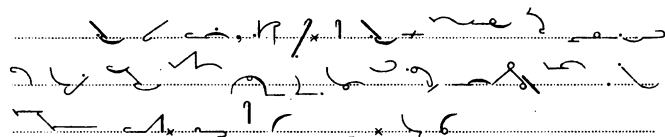
[Learners' Department.]

## LITTLE LETTERS.—Continued.



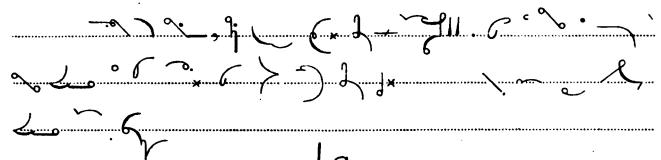
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[To follow Lesson XL of  
The Phonographic Amanuensis.]

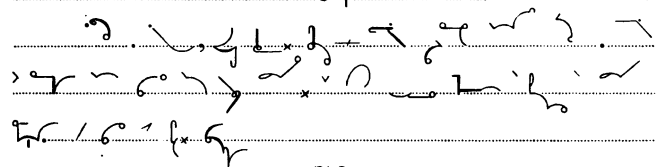


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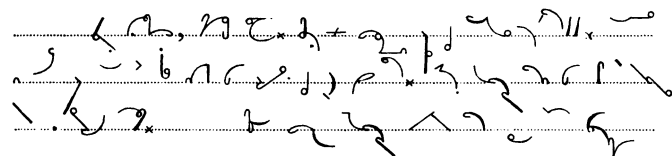
[To follow Lesson XLIII.]



69



70



71

Handwritten musical notation on three staves, featuring various notes, rests, and clefs.

72

[To follow Lesson XLVI.]

Handwritten musical notation on three staves, featuring various notes, rests, and clefs.

73

Handwritten musical notation on three staves, featuring various notes, rests, and clefs.

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Handwritten musical notation on three staves, featuring various notes, rests, and clefs.

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Handwritten musical notation on three staves, featuring various notes, rests, and clefs.

76

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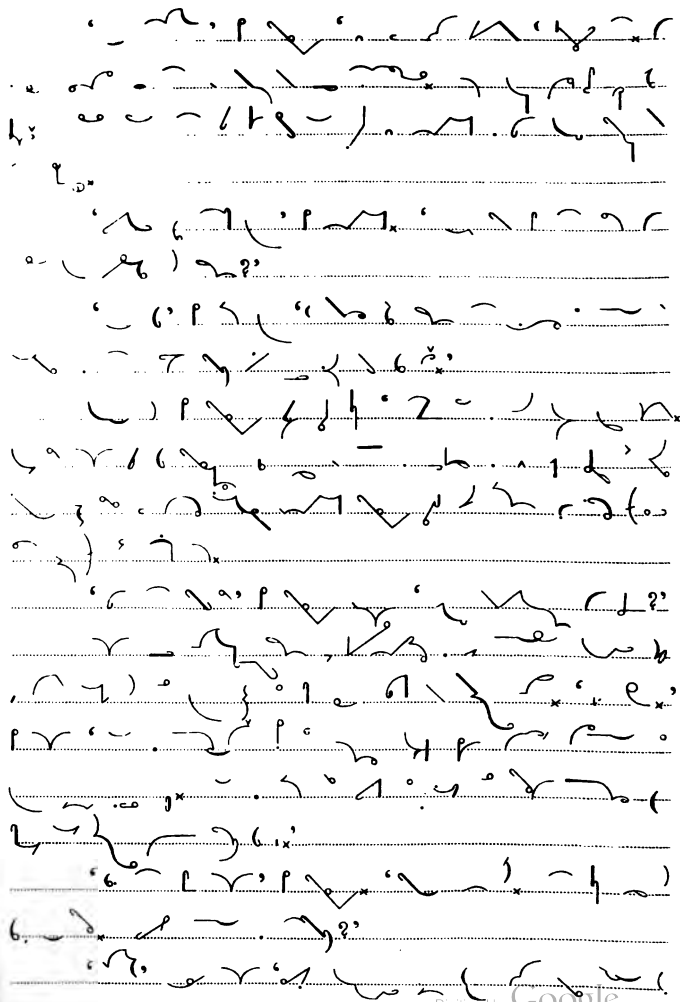
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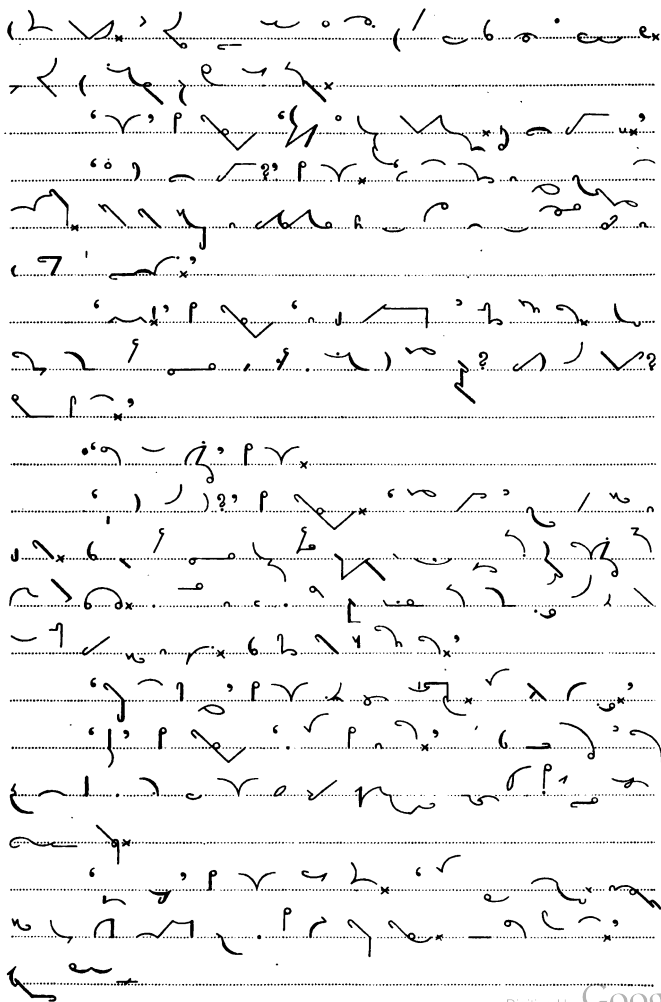
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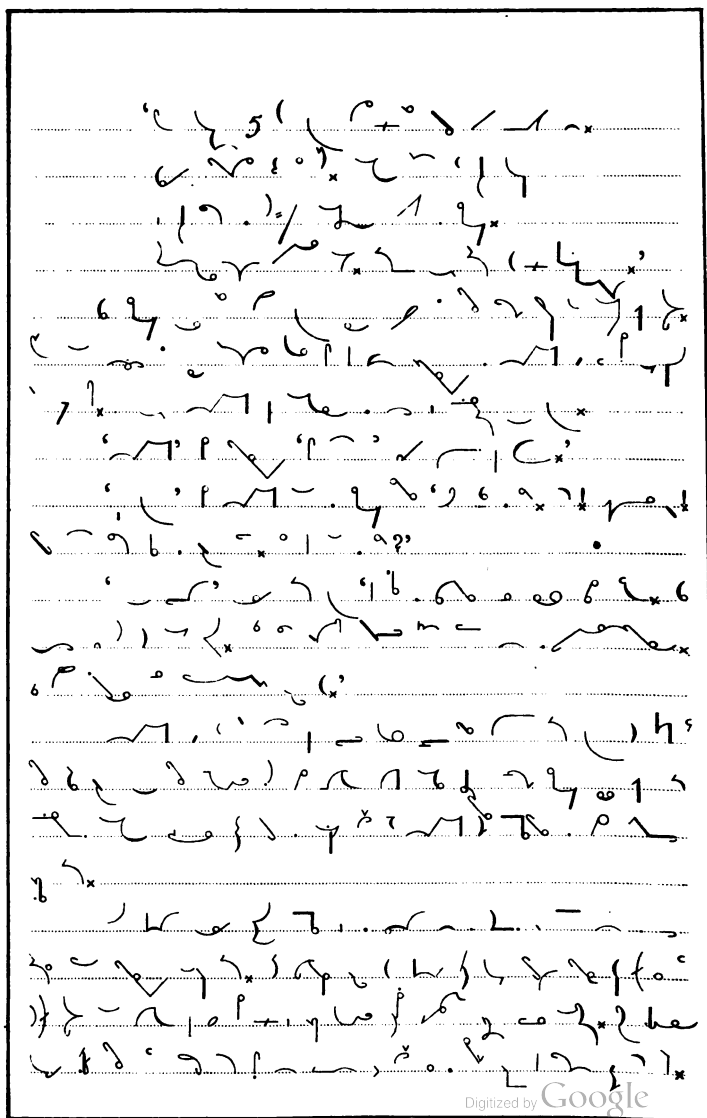
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[In the Amanuensis Style.]

## THE TEMPEST.—Continued.





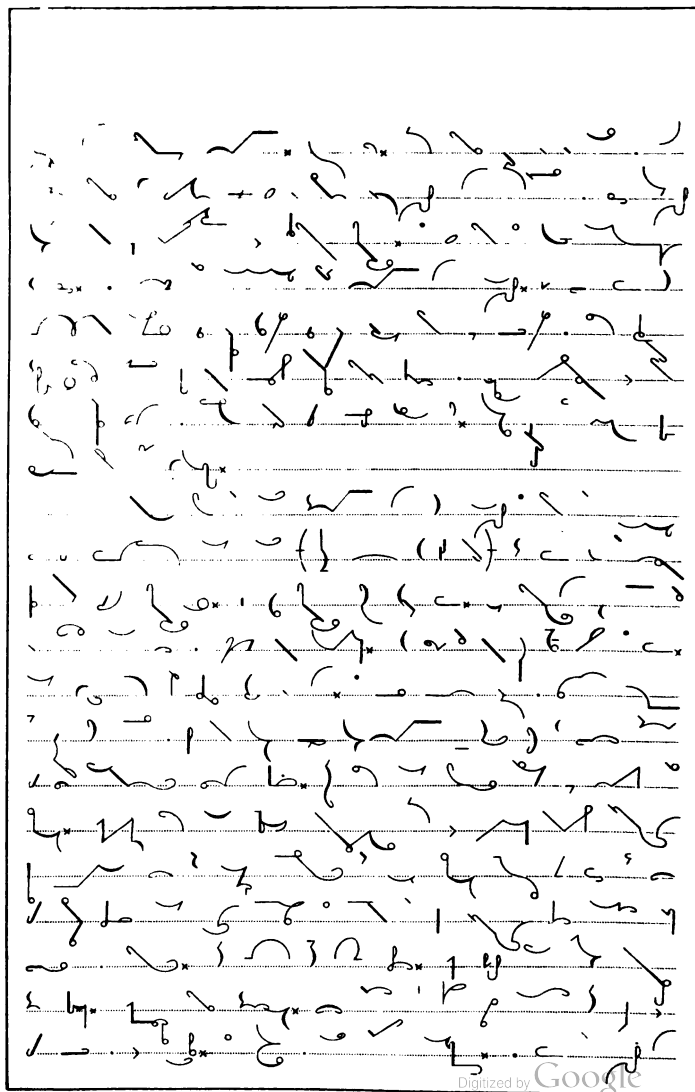


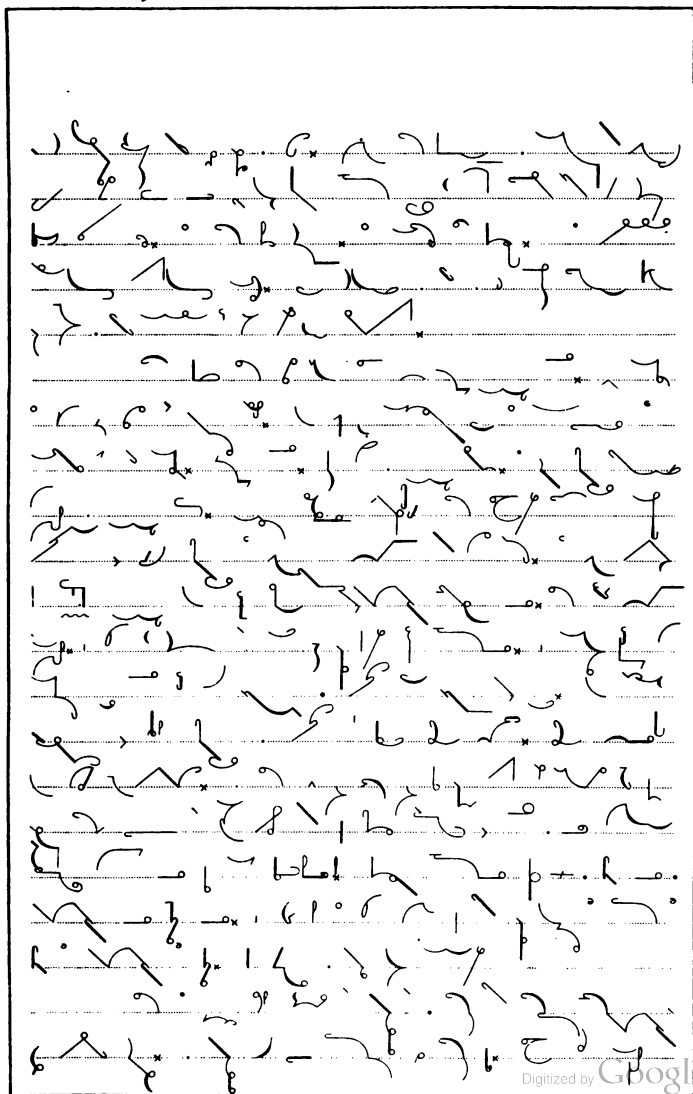
[In the Reporting Style.]

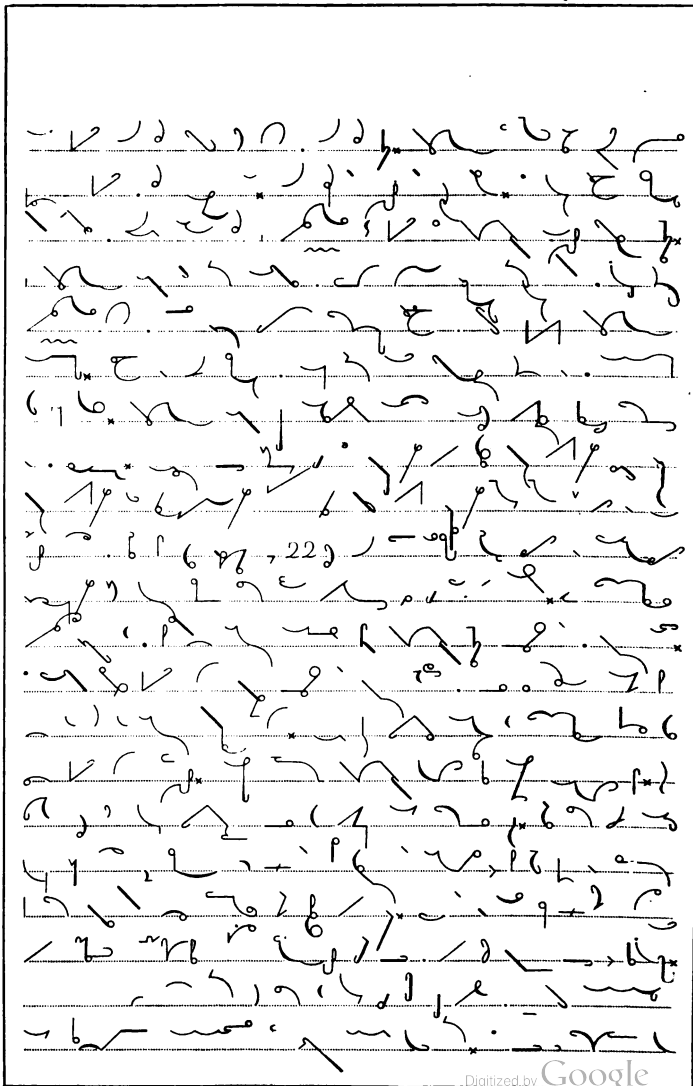
WEBSTER'S REPLY TO HAYNE.—Continued.

A page of handwritten musical notation on a ten-staff system. The notation is a form of musical shorthand, using various symbols, including dots, lines, and stylized letters, written in black ink on a white background with horizontal staff lines. The notation is dense and covers most of the page, with some symbols resembling letters like 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', 'r', 's', 't', 'u', 'v', 'w', 'x', 'y', 'z' and numbers like '1', '2', '3', '4', '5', '6', '7', '8', '9', '10'. The notation is written in a cursive, flowing style, suggesting it might be a personal shorthand or a specific musical notation system.









[To be continued.]

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|             |                                   |
|-------------|-----------------------------------|
| <div></div> | Benn Pitman, 796 writers, 50.4 %. |
| <div></div> | Graham, 242 writers, 15.3 %.      |
| <div></div> | Munson, 86 writers, 5.4 %.        |
| <div></div> | Isaac Pitman, 67 writers, 4.2 %.  |
| <div></div> | Gregg, 66 writers, 4.1 %.         |
| <div></div> | Cross, 45 writers, 2.8 %.         |
| <div></div> | Barnes, 25 writers, 1.5 %.        |
| <div></div> | Pernin, 25 writers, 1.5 %.        |

All others (totaling 14.8 %), less than 1 % each.

This means that schools teaching the Benn Pitman system have, during the last five years, furnished *more than half* of the successful candidates that presented themselves in all parts of the country for the United States Civil Service Examinations as clerk stenographers.

A copy of Mr. Irland's paper, with table of statistics, will be mailed free to any school officer or teacher of shorthand upon request sent to

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# THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

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JEROME B. HOWARD, EDITOR.

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CINCINNATI, AUGUST, 1909.

{ Five Cents a copy.  
{ Fifty Cents a year.

## WHAT CONCENTRATION WILL DO.

BY ERMINIE A. WILLIAMS, EGAN  
SCHOOL OF BUSINESS, HACKEN-  
SACK, NEW JERSEY.

In nearly every Scottish family, no matter how humble, it is the proud ambition of the parents to set apart one boy, at least, to be dedicated to the service of "the kirk," and no sacrifice is too great for the other members of the family to make, in order that he may be properly trained and fitted for the work. The boy himself strains every nerve from early boyhood to gain the necessary culture and knowledge for the work.

If American parents and children could only acquire some of that Scottish persistency of purpose and concentration of effort, we would not have so many happy-go-luckies drifting in and out of our schools and colleges, little knowing or caring what they are supposed to be fitting themselves for.

One young lady has been known to state that she was taking up the study of shorthand because she thought it would be such fun to work in an office with all of those nice young men; and she had often heard that employers sometimes marry their stenographers. Her ambitions soared so high above the pot-hooks that she could never bring her mind to the necessary effort for securing a knowledge of the subject, and therefore she was

never able to secure the desired position.

A young man also made the statement that "the governor gave me a choice between a college course and a profession; or a course at some reputable business school, with the necessary capital for a start in business when through; and I chose the latter, because it is such a beastly bore to cram for a profession."

He evidently thought that it required a very small amount of brain power, very little knowledge, and a minimum of effort to become a successful business man.

In direct contrast we have a true account of a young man whose steady persistent effort along one special line of work has in a few years enabled him to reach a high position of responsibility and trust.

He was employed as general helper in a railroad office in Montreal, P. Q. He had never had the opportunity of attending a business school, as he had been obliged to go to work immediately after completing his grammar-school course, in order to help in the support of the family.

He was so bright and willing to assist in everything that pertained to the office work that he was called into the private office one afternoon and told by the manager that if he could acquire a knowledge of shorthand and typewriting in three months, he would be given the position of another clerk (who was to

be sent to the northwestern office) and would, of course, receive a much higher salary.

The young man went home much perplexed as to just how he was to acquire the desired knowledge in so short a time, but while talking the matter over with his father that evening, they very fortunately chanced to see an advertisement in that evening's paper which read as follows: "An experienced shorthand teacher from the United States, who is spending the winter in Montreal for the purpose of obtaining a knowledge of French, would be willing to spend a few hours each day in giving instruction in shorthand and typewriting."

As the name and address were given, the father and son immediately set forth, and finding everything satisfactory, at once made arrangements for a lesson to be given the young man each evening as soon as he left the office. This, of course, necessitated a very late dinner (which would in itself have been sufficient to deter most young men), but this young man did not mind so slight an obstacle to his success.

He explained to his teacher that he had very little time to prepare his lessons, as the work of the office must not be neglected, and that, as he had only three months in which to prepare for the position, he wished to specialize as much as possible.

His teacher procured for him a *Manual of Phonography* (it was before the days of the *Amanuensis*), and proceeded to give the principles in as condensed a form as practicable. She then supplemented these lessons with speed drills upon names of the leading railroads, and a series of letters upon railroad correspondence,

which she secured from the *PHONOGRAPHIC MAGAZINE*, and which have since been published in book form under the name of *Business Letters No. 2*.

The young man must have spent nearly the whole of his noon hour, as well as several hours usually devoted to sleep, in the preparation of his lessons, for he made such rapid progress that one evening in the third month he came in with a beaming countenance and assured his teacher that he had just been given the place of a much older man, with an increase of \$10 a month in salary; and that he had the promise of more just as soon as he had acquired a little more speed.

"Now," he exclaimed, "am I not well repaid for my efforts?"

His teacher rejoiced with him then, but as she soon left the place to resume her duties as a teacher in the United States, she lost sight of her promising pupil for a time. Her surprise, therefore, was great upon picking up a copy of a *PHONOGRAPHIC MAGAZINE* a year or so ago, to read an account of "Railroad Men Who have Achieved Success through a Knowledge of Shorthand," she read among others an account of the start and rapid promotion to a high position of the young man who had proved such an apt pupil during her stay in Montreal.

This true account merely goes to prove that almost anything may be accomplished by the young man or young woman who will put forth great effort to concentrate along a certain line.

Business letters in shorthand upon almost all lines of work may now be obtained in book form; and any teacher of shorthand would be glad to assist a pupil in the se-

lection and dictation of matter which would tend to train him for any certain line of work that he may have decided upon.

Of course, the more general knowledge any person has, the better it will be for him in his special work, but for those whose time of preparation is exceedingly limited, the very best results will be obtained by bringing every effort to bear upon obtaining all of the knowledge possible upon the special subject in view.

## POSSIBILITIES IN MANIFOLDING

BY S. ROLAND HALL (CERTIFICATED TEACHER), SCRANTON, PA.

The new ideas are not always the most valuable. Often we have to be reminded of old methods—see the use that others make of them—before appreciating their full value.

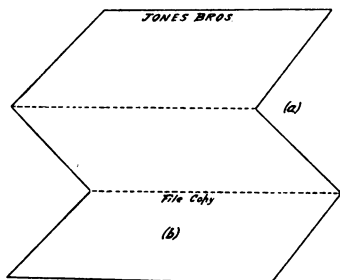
According to my observation, while all competent stenographers understand ordinary manifolding, few appear to know or make use of the great possibilities of manifolding in saving labor and time and reducing error.

There has been wonderful development in the organization of business offices during the last dozen years, and there is no reason why the stenographer should not keep up with the band-wagon of progress and make himself a kind of organizer, studying up methods that will increase efficiency.

Card cabinets can now be obtained ready made to suit almost any office, and the loose-leaf binder is made in a great variety of styles and sizes.

It is an established fact that most errors in accounting are made by copying from one record to an-

other. Hence, every time copying or transferring can be saved not only is time saved, but the chance for error is greatly reduced. A manifold copy should be made of every bill, shipping order, etc., and if these blanks are printed with the needs of the office records in view, they can just as well be of a size that will exactly fit a standard card



Carbon sheets inserted at *a* and *b* to make two manifolded copies of original order.

case or loose-leaf binder. The filed manifold copies of such papers constitute an accurate itemized record to which reference can be very quickly made.

A number of department stores now use the manifold billing system, keeping the typewritten bill up to date from day to day so that at the end of the month it is only necessary to add the columns, tear off the original bill, and mail it. In this way, the bookkeepers have only the total amount of the bill to record, and the bills can be sent out promptly on the first of the month. The filed carbon copies make up a sort of loose-leaf ledger, if the amounts are carried forward from one month to another.

It is easily possible to have blanks printed so that three or four copies

or an even greater number can be made at one writing. See the exhibit herewith. The different parts of the blank are divided by perforated lines, so that after the writing is done they may be torn apart neatly. The printing on one part of the blank may be different from that of another, according to the use that is to be made of the copy. For example, the original may be an account of sales or a bill, the second copy an order to the shipping department, the third a record for the sales office.

In arranging blanks for card files, remember that the 3 x 5 and 4 x 6 sizes are standard.

In some offices where there is need for a large number of copies of all orders—seven or eight, for example—it is sometimes necessary to put narrow or short loose sheets within the perforated sheet in such a way that only part of the type-writing will manifold. Some ingenious arrangements are possible.

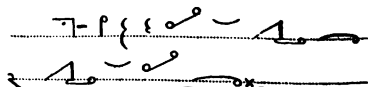
### SPENCER'S BUSINESS SCHOOL, OF KINGSTON, NEW YORK.

The engraving on the opposite page is made from a photograph of one of the speed classes in the shorthand department of Spencer's Business School, of Kingston, N. Y. This institution, which is now of twenty years' standing, is one of the most successful business schools to be found outside of the largest cities—successful not merely in the sense that it has a large enrollment of students, but in the results it produces through the advantages it offers them in sound instruction, thorough training, and ample equipment. The school prescribes courses of study in four de-

partments—business, shorthand, telegraphy, and English. The instruction in each is direct and practical, while at the same time the aim is to make the course as broad and comprehensive as possible.

John J. Moran and Charles L. Kelly are the co-principals of the school, Mr. Moran devoting himself more especially to the commercial and Mr. Kelly (who is a certificated teacher) to the shorthand department. The plan of shorthand instruction is such that "no student is held back to accommodate a class, but, on the other hand, is encouraged to advance as rapidly as is consistent with his ability." The high value of phonography as a developmental and cultural branch of education is clearly understood by the school management, and their purpose to realize its benefits in these directions is clearly expressed as follows: "Shorthand teaches the pupil exactness in whatever he may do. It makes him attentive and careful in little things, and it teaches him the importance of details. It also opens the door of literature. His spelling and pronunciation are improved, and he is taught the use and meaning of words."

Under Mr. Kelly's careful and intelligent instruction a small army of well-prepared shorthand amanuenses has been graduated by the school, and a considerable number of them have, in addition, passed the Phonographic Institute examinations and received the Amanuenses' or Teachers' Certificate.







THE POSSIBILITIES OF  
SHORTHAND

When nowadays we hear it said that such and such a one is "a stenographer," or "a shorthand writer," the inference seems perfectly direct and natural that the one spoken of is a professional shorthand reporter of court proceedings, or else (more likely) a shorthand amanuensis for a business man. The writing of shorthand is commonly thought of in its purely vocational sense—as a means of earning a livelihood. The shorthand writer is a wage-earning craftsman; shorthand is a profession, a trade, or craft; and that is the end of it.

While accepting at its full worth the importance of this vocational phase of the usefulness of shorthand, I want to utter an earnest protest against so narrow a conception of the possibilities of shorthand as is implied in the understanding that this is its only, or even its chief, function. The principal office of shorthand, as I see it, that which gives it its highest value as an instrument of human usefulness, is its character as a time- and labor-saver to *all* who are called upon frequently to write the mother tongue for any purpose. It is an accomplishment that no well-educated person can afford to be without.

Not all persons have the power to become professional reporters, even if they so desire; and even if every writer of shorthand were an expert, capable of following the words of a rapid speaker, there is not work enough of that kind necessary to be done to give employment to all. The profession of shorthand reporting will always be exercised by a comparatively small

body of men and women fitted by their great skill and peculiar education to perform this exacting and difficult work. The field of the shorthand amanuensis is a larger one—in the sense that it affords occupation for a greater number of persons—but it is less distinctly a self-contained profession. Shorthand writing to the commercial amanuensis is, indeed, but one of various qualifications for going into a business house as an office worker.

But every person who does not belong to the absolutely illiterate class would be the gainer by being able to put words on paper at a speed of a hundred a minute or over. Every intelligent person nowadays has to do some kind of literary composition—he has to write English for some purpose or other—and in most cases he can do this quicker, better, and more easily by means of shorthand than by means of longhand. The preacher *must* write sermons; the author *must* write the manuscript of his books; the physician *must* write his case-records; the lawyer *must* write all kinds of documents and make written preparation for his arguments; the student *must* write extracts from the authorities he is consulting; the business man *must* write records and reports; and everybody *must* write letters. In making the first drafts, at least, of all these and all other kinds of writings shorthand would save time and ease labor for everybody.

The time will come when this *general* usefulness of shorthand will be fully appreciated in principle and realized in fact. (Germany is already far ahead of us in the recognition of the general usefulness of shorthand.) Business men will write their letters with their

own hands oftener than they will dictate them. They will write them in shorthand and pass them on, when necessary, to their shorthand clerks for transcription on the typewriter. In a great many cases, such transcription will not be necessary. Even now thousands of letters written in phonography go daily through the mail. But when the possibilities of shorthand begin to be more fully realized these thousands will be counted by millions. There is no reason why a letter in shorthand should not be transmitted by mail, provided it is as legible to the recipient as it is to the sender.

And there is the rub! Shorthand will only realize its immense latent possibilities when it comes to be written according to a *universal standard*, so that all senders and all receivers of letters shall read them alike. The standardization of shorthand may seem to some a chimerical dream, but only to such as have failed to note the trend of shorthand development. In the opinion of the writer it is not too much to expect that within another generation a single type of a single system of shorthand will achieve universal adoption and be practised uniformly throughout the nation. —*Jerome B. Howard, in The Progressive Stenographer.*

## A WOMAN'S CAREER.

If you were told of a young woman who began her business career as a stenographer at fifteen dollars a week and in a few years was earning twelve thousand dollars every twelve months, you'd be curious to meet her, would n't you?

You would think of the thousands of girls in the big cities who are toiling away at their typewriters

eight hours a day for twelve, fifteen, or eighteen dollars a week, and probably say to yourself "that twelve-thousand-dollar woman must be something of a personage. Why, that's two or three or five times what I make, and I don't bang away at a machine all day."

Neither does this woman, now. But she did it for a good many years, and for the same concern that she started with at fifteen dollars a week.

Who is this twelve-thousand-dollar woman genius? Miss Anna L. Amendt. She began her dazzling career in Chicago and moved on to New York to greater triumphs and the princely salary.

Governor Hughes of New York, as counsel for the committee of the New York legislature which bared the life-insurance scandals, discovered Miss Amendt and her twelve-thousand-dollar salary. She was assistant to Gage E. Tarbell, then second vice-president of the Equitable Life Company. Mr. Tarbell ran the Equitable, and next to him Miss Amendt knew more of that great company's affairs than any of its heads.

When Tarbell left the Equitable to become president of a great real-estate concern in New York, he took Miss Amendt with him, and she occupies relatively the same position with the concern as she did at the Equitable. And her salary is not one cent less. If anything, it is more.

Some idea of the wonderful business ability of this woman who began at fifteen dollars a week can be had from the statement that when she was with the Equitable every one of the agents in the United States and Canada was under her direct supervision.

Her chief was charged with the

direction of those agents, but so thoroughly did Miss Amendt grasp the innumerable details of the insurance business that Mr. Tarbell turned over the entire work to her. Matters of great moment were left with her for decision. Agents came to see Mr. Tarbell. They saw Miss Amendt. You had to tell your business to her.

When Miss Amendt began her duties with Mr. Tarbell she found that many of the Canadian agents spoke French. She promptly learned the language, so that when these agents came to New York on business she spoke to them in their own language.

It is a treat to watch Miss Amendt handle visitors. At the Equitable they came to her by the score. A cordial hand grasp, a dazzling smile, flattering attention to what the caller is saying, and in a moment she has the crux of what the person is after, and the information for the caller is at once forthcoming. The visitor is bowed out, and before he has past through the door another is being greeted and telling his business. She accords the same treatment to all alike, the highest and the lowest. She sees every one.

This wonderful woman's start with the Equitable was commonplace. She was born in Logan, Ohio. Her father lost his fortune, and Miss Amendt taught school to bring in some money.

All the time that she was teaching her eyes were cast longingly toward Chicago, and when the opportunity came she gave up her school. She had saved three hundred dollars, and with this she came to Chicago and took a course in stenography at a business school.

The northwestern agents of the Equitable advertised for a stenog-

rapher, and Miss Amendt applied for the position and was given it. That was in 1889. Her salary did not remain stationary long. She was the best stenographer that the office had ever employed.

A few years later Tarbell was made sole manager of the northwestern agency, and when he reorganized the office he made Miss Amendt his first assistant and private stenographer. At that time the office was writing twenty million dollars' worth of insurance every year. Miss Amendt was familiar with every detail of the office, knew all the agents personally, and was able to put Mr. Tarbell in close touch with the situation when he took hold.

When Mr. Tarbell was made second vice-president of the Equitable and transferred his office to New York, he took Miss Amendt with him. Her salary was made \$12,000 a year. She first acted as Mr. Tarbell's private secretary, and later was made his assistant.

Miss Amendt is feminine above all things, for all her years of business activity. She likes pretty gowns and hats, the same as every other woman. Horses are her hobby, and horseback riding her recreation. One of her saddle-horses, Dark Secret, was a prize winner at the horse show in New York a few seasons ago. She is to be seen often cantering along the driveway in Central Park.

This is the story of the country school teacher who with three hundred dollars came to Chicago to study stenography, and who in ten years rose to be one of the executive heads of a great insurance company at a salary that a vast majority of men never achieve.—*Herman B. Barnum, in the Chicago Tribune.*

## A PIONEER GERMAN REPORTER IN AMERICA.

Under the heading "Mein Lebenslauf" (My Career), Dr. Rudolf Tombo, Sr., contributes an interest-



Dr. Rudolf Tombo, Sr.

ing autobiographic article to a recent number of *Der Deutsche Vorkämpfer* (The German Pioneer)—a monthly periodical "devoted to German culture in America." While Dr. Tombo's serious life-work has been and is that of a teacher of language, shorthand reporting has ever been his favorite avocation, and whenever any "big job" of German shorthand reporting is to be performed in the United States, he invariably finds himself in the position of having the work prest upon him. He is a loyal member of the National Shorthand Reporters' Association, by whose members he is universally beloved and respected.

While the limitations of space forbid us to reprint Dr. Tombo's article in full, we give, following, those parts of it that refer more especially to his activities as a shorthand reporter:

I was born in Dresden in 1846, attended the "Kreuzschule," the local gymnasium, and in 1865 went to the Univer-

sity of Leipzig, where I studied philology under F. W. Ritschl, George Curtius, and Friedrich Zarncke. Repeatedly my studies were interrupted because I had two ideals. At the gymnasium I had taken lessons in the Gabelberger system of stenography, as an elective, and I was so absorbed in it that I knew no rest until I had fully mastered it. Even while still in the gymnasium I carried off several prizes offered by the Royal Stenographic Institute for exceptional accomplishment in stenography, and when I became a student in the university I was called on to make the stenographic report of the proceedings of an extraordinary session of the Saxon parliament held in the spring of 1866. In the spring of 1867, at the instance of the Dresden (Royal Stenographic) Institute, I took part in the competitive tests held at Berlin by the Prussian government for the purpose of determining the choice of official stenographers for the Diet of the North German Confederacy, out of which contest I came forth victorious. As a result of this I was taken into the stenographic bureau of the North German Diet, to which I continued to belong during the constitutional and the first regular session of the Reichstag. In the winter of 1867-68 I undertook as a commission from the Stenographic Institute the reporting of the proceedings of the Weimar Diet, and then I gave up shorthand reporting in order to devote myself entirely to my philological studies. In the winter of 1868 I moved from Leipzig to Berlin, where I continued my studies, and in 1869 past the state examination. In 1870 I took my degree as doctor of philology, upon presenting a thesis and undergoing an oral examination.

During my pedagogic probation-year in a Berlin gymnasium, the Franco-Prussian war broke out, and I was called to arms as a reservist, and, after a brief period of military training at Wittenberg, was sent to the scene of war. As corporal in the seventh Brandenburg infantry regiment, No. 60, I had my share in the campaign, and in the summer of 1871 returned home safe and sound. For a number of years thereafter I taught in the high schools of Eschwege and Barmen, but occasionally, in so far as the duties of my calling as a teacher would permit, I resumed my old-time favorite work as a practical stenographer, and reported provincial diets, sessions of city councils, law-court proceedings, etc.

Even here in New York, where I have been twenty-five years, I could not and would not give up this fascinating shorthand work—a work which the layman (having no true conception of it) fre-

quently misprizes; which requires not merely a manual skill only to be attained by years of daily practise, but, also, and before all, an exceptionally comprehensive general education, and the most intense and rapid mental activity, to fit its votary to meet the demands made upon a parliamentary or court reporter.

In 1884 I hailed with delight an opportunity to assist in the organization of a Gabelsberger Stenographers' Association in New York, the purpose of which was the cultivation, the extension, and the teaching of the German shorthand system of Gabelsberger, and its English adaptation by Richter. I have had the honor to be president of this organization for the last fifteen years consecutively. The association has succeeded in making the name of the genial inventor of German shorthand familiar not only here in New York but throughout America, and it is believed it has thus, in an unassuming way, performed a real service by way of fostering German culture in this country.

#### SUMMER SESSION OF THE WISCONSIN COMMERCIAL EDUCATORS' ASSOCIATION.

On Thursday, July 8, the Wisconsin Commercial Educators' Association met in the rooms of the Wausau Business College. In the absence of both president and vice-president, E. D. Widmer was, at the opening session, elected temporary chairman.

Among the members present were Robert C. Spencer, Milwaukee; O. E. Wood, Rhinelander; I. D. Wood, Antigo; C. A. Cowee, Wausau; W. W. Dale, Janesville; E. D. Widmer, Wausau; J. A. Book, Manitowoc; Rose Keefe, La Crosse; Helen Merrifield, Wausau.

C. A. Cowee and O. E. Wood were appointed as auditing committee, and Robert C. Spencer, Ira Wood, and C. A. Cowee, committee on resolutions. After the reading of communications from absent members the treasurer's report was

read and referred to the auditing committee.

At the afternoon session the "Relation of the Public Schools to Business Colleges" was discussed by S. B. Tobey, superintendent of public schools, of Wausau. The discussion was continued by E. D. Widmer, Dr. Gilman, and others. All speakers agreeing on at least one point—that the business college has its place in supplying a want not met by the public schools.

Mr. Cowee's paper on penmanship led to lively discussion as to the possibility of teaching the muscular movement writing in the lower grades of the common schools. The discussion of this paper was participated in by Superintendent Tobey, R. C. Spencer, and Mrs. Thrasher, supervisor of penmanship in the Wausau public schools.

The evening session was held in Rothschild Park, where the members were entertained at supper by the faculty of the Wausau Business College. An excellent concert was given by the college orchestra, and the address of welcome was delivered by Superintendent Tobey acting for Mayor Lamont. To this address Robert C. Spencer delivered a graceful response. The address of the evening was on "Methods of Preparation for Commercial Activity," and was delivered by Prof. S. W. Gilman, of the College of Commerce of the University of Wisconsin.

At the Friday morning session "The Feasibility of an Eighth-grade Graduate Taking a Commercial Course" was ably discussed by Superintendent Wenzel Pivernetz. The speaker was asked to confer on this subject with the committee on resolutions. E. D. Widmer read a well-considered paper on "English,"

after which J. L. Sturtevant, editor of the Wausau *Record-Herald*, gave a practical discourse on "How Business College Men should Advertise."

The report of the committee on uniform examinations was the leading feature of the afternoon session, being read by W. W. Dale of the committee. The report was discussed by sections and adopted with some slight amendments. The committee on resolutions then reported as follows:

The Wisconsin Commercial Educators' Association in semi-annual session in the city of Wausau, July 8 and 9, 1909, being deeply impressed with the claims of Education in general and out of direct responsibility for the character and efficiency of commercial education in particular, declares its attitude and policy on these vital matters of public concernment as follows, viz.:

1. We believe that "Education is the only interest worthy of the deep controlling anxiety of the thoughtful man."

2. That "The public school is foremost among the agencies for leveling up to the highest and best standards of human equality."

3. That special education and training are essential for occupations for which adequate provisions are demanded.

4. That commercial education and training to fulfil the requirements and needs of individuals and society should rest upon a sound basis of general education obtainable in public, parochial, and private schools.

5. That the only correct principles and policy governing schools for commercial education and training is to encourage the most thorough preparation therefor and to discourage everything inconsistent with it.

*Resolved*, By the Wisconsin Commercial Educators' Association that, appreciating the cordial reception given the members of our association by the people of Wausau and the Hon. Mayor of city through his proxy, Mr. Tobey, and the president, faculty, and orchestra of the Wausau Business College, we extend to them *one* and *all* our most heartfelt thanks.

*Resolved*, That we hereby express our great appreciation to the program committee and the committee on uniform examinations for the excellent services which have contributed so much to make

this session a successful and profitable one.

*Resolved*, That we extend our most sincere thanks to Prof. Gilman, of the College of Commerce, University of Wisconsin, for his lecture, and advice given during our deliberations, and hereby express the belief that the College of Commerce, University of Wisconsin, under the wise supervision of such men as Professor Gilman, is one of the leading factors toward reform and progress in the commercial field of education.

*Resolved*, That we extend our thanks to Superintendents S. B. Tobey and Pivernetz for the excellent and most interesting and helpful addresses, words of good cheer, and advice given.

The time and place of holding the next meeting was referred to the executive committee, after which the association adjourned.

## ONE-SLOPE SHORTHANDS AND WRITER'S CRAMP.

I regard the one-slope system, *qua* one slope, as a delusion. It is exposed to a variety of serious objections, which all practical phonographers have recognized. The chief part of longhand is done on one slope. When one has written it for hours continuously, I need hardly tell any one that it is extremely fatiguing. The constant pressure of the pen on the page, the pen chasing the same slope day after day, produces the incurable ailment called cramp or paralysis. It is the result of the over-strain of the nerves of the muscles in the part affected. It is the failure to coordinate the movements of the muscles accustomed to produce writing. There is no cure for it except by entire cessation from writing; and it is liable to recur on the resumption of the same employment. Where it is necessary that a man should continue writing, he will be relieved by using a thicker holder, such as a cork holder, or

holding his hand in a different position, thus using other muscles or nerves and thereby calling a different coordination into action. But in the vast majority of cases writing has to be stopt altogether, and the victim has to learn to write with the other hand or procure other employment. The same or a similar disease affects various tradesmen who have fine manipulations to perform, such as telegraphists who work the handle in despatching messages. Such operators have not uncommonly to abandon telegraphy. There were two cases in the Edinburgh Infirmary not long ago; one the case of a telegraphic writer, the other that of a receiver. They were ordered to strengthen their bodily system, but there was so little hope of ultimate recovery that the professor (Grainger Stewart) said he should try to find other work for them.

Now this distressing ailment has only attackt those writers who use a sloping hand, and stick persistently to it, with the effect of keeping their hand and fingers in a cramped position. Observe, it is not paralysis of the muscles at all, since the muscles can be used for any other action unconnected with this special act or position. It is a moot point whether it is the muscle itself which is affected, or the central nervous system in the cerebellum projecting the bad effect on to the extremities in action. Anyhow, a one-slope system of shorthand, if such an oddity is otherwise possible, is exposed to these serious objections. The hand is retained in the same cramped position, spinning upward slopes perpetually, calling one and the same coordination into fatiguing destructive play. In writing Pitman, or any other geometric system, every muscle in the hand

(numerous coordinations) is called into action, according as the hand forms a back, or a perpendicular, or a fore stroke. There are numerous muscles for the thumb alone. It is hopeless, even by diagram, to attempt to show the action of these muscles, or the various possible combinations or coordinations. But any text-book on anatomy shows the different bundles of muscles accurately, and the capabilities of the hand with reference to movement in any direction whatever may be learned from that source.

What a doctor prescribes to a writer seized with cramp is change of work, or a bigger penholder, or change of position in writing, as from the fore to the back hand. Now almost every one of these changes is obtained automatically in writing Phonography, or any other geometric system. All the muscles of the hand are used, and there is no over-straining of any muscle or nerve. This alone can be the explanation of scores of Gurney and Pitman writers sitting from ten to four, and longer, day after day, noting evidence in courts and at inquiries. They could not do it continuously in the case of sloping longhand, or a one-slope shorthand. At least they could not do it without imminent risk of writer's cramp. One may be pardoned for adding this reflection on human nature—it has some bearing on the ethics of shorthand controversy—that however unanimous the rivals of Pitman are in condemning Phonography, they are at variance on the subject of geometrical or script systems according as their particular pet is a geometrical or one-slope system. But I view it, and ask the public to view it, as a test of an excellent system, that it yields readily to the eye, as Phonography does,

and gives the hand and arm free play, conserving their powers without the least risk of incurable disease. This tremendous advantage belongs exclusively to geometric methods, of which Pitman's is the most eminent and successful.—  
*James Crabb Watt.*

## WHY BLAINE LOST THE PRESIDENCY.

The late Andrew Devine, notice of whose death appeared in the May issue of the PHONOGRAPHIC MAGAZINE, was a close personal friend of James G. Blaine, whom he assisted in the preparation of "Twenty Years in Congress." Since Mr. Devine's death a story comes into publicity of the fatal mistake made by Mr. Blaine in his response to the "rum, Romanism, and rebellion" speech of Rev. Dr. Burchard, to which Mr. Blaine always attributed his defeat for the presidency of the United States.

Fred Irland, of the corps of official reporters of the national House of Representatives, who was for years associated with Mr. Devine in reporting the proceedings of the House, gave to a reporter of the *Washington Herald* the following account of the matter as communicated to him by Mr. Devine under pledge that he would not divulge it in Mr. Devine's life-time:

In the campaign of 1884, when Mr. Blaine was the Republican candidate for the presidency, he applied to the New York Associated Press to have Mr. Devine assigned to report his speeches. For many years the two men had been personal friends, and Mr. Blaine had every confidence in Mr. Devine.

During the campaign, whenever Mr. Blaine was to receive a delegation it was his habit to ascertain in advance from the spokesman of the delegation just what was to be said, in order that he might make a fitting reply. More frequently,

however, it was Mr. Devine to whom Mr. Blaine intrusted this duty. Mr. Devine has told me there was no public man who was as keenly alive to the importance attached to the form in which a news story was first presented in a newspaper publication.

On the morning the delegation headed by Dr. Burchard called on Mr. Blaine, Mr. Devine was obliged to go to Brooklyn to attend the funeral of his wife's father. After the funeral, on returning to New York to join Mr. Blaine at the Fifth Avenue Hotel, Mr. Devine saw an account in the afternoon newspapers of Dr. Burchard's "Rum, Romanism, and Rebellion" speech and Mr. Blaine's reply to it, and realized instantly that Mr. Blaine had made a fatal error.

Upon arriving at the hotel, Mr. Devine sought Mr. Blaine and asked him about the speech, showing him the newspaper account.

"I don't know a thing about it," said Mr. Blaine. "Did he (Burchard) say that?"

Mr. Blaine told Mr. Devine of how he had gone out on the landing of the stairway to see the delegation of ministers, headed by Dr. Burchard. Dr. Burchard, so Mr. Blaine told Mr. Devine, read his speech in a sing-song voice, and Mr. Blaine, who was thinking of what he should say in reply, did not pay particular attention to it.

Mr. Blaine said also that he had been so admirably looked after up to that time by Mr. Devine that it never occurred to him that he was likely to make a fatal error in agreeing to what Dr. Burchard had to say, and he had never once heard the fatal expression of Dr. Burchard until Mr. Devine called his attention to it in the newspapers. "Of course, Mr. Devine," said Mr. Blaine, "we know what I would have said had that been called to my attention."

It was Mr. Devine's habit in the campaign to pay strict attention to whatever was said by the spokesman of any political delegation that called on Mr. Blaine, and if Mr. Blaine had not been informed in advance of what was to be said by the spokesman, Mr. Devine would give him a short synopsis of it before Mr. Blaine began his response. Mr. Blaine always insisted that if Mr. Devine had been with him when Dr. Burchard spoke of "rum, Romanism, and rebellion," Mr. Devine would have called Mr. Blaine's attention to this phrase, and would have enabled Mr. Blaine to repudiate the sentiments expressed, and thus, as Mr. Blaine believed, have saved him from defeat by Mr. Cleveland.



### WORKING HIS WAY THROUGH.

The printed statistics of the employment departments of Harvard, Yale, Columbia, California, and the larger universities in general, show that a large number of men are partly if not wholly self-supporting during their college course. Indeed, there have been striking instances at Harvard of men who have had to work for their education throughout their entire course in the college or the professional schools.

\* \* \* \* \*

One of the most useful and practical forms of work for a student to undertake is stenography with its accompanying typewriting. The usefulness of being a capable stenographer is constantly brought to the notice of the [Harvard appointments] office because an occasion often arises when a professor or any person not employing a regular stenographer has letters to dictate or papers or articles for publication, or even chapters of books to be copied. Several of the professors in Cambridge employ students more or less regularly as stenographers and typewriters. During the last three years there have been two expert stenographers registered with the appointments office, both of them law students. These men have been constantly and successfully used as reporters of lectures and speeches at public dinners and other meetings as well as for ordinary dictation of letters. One at least of these stenographers has acted in an emergency as substitute for President Eliot's stenographer. He had always more work than he could undertake. The other, although beginning the practise of law in Boston now, is often recalled to Cambridge for special stenographic

work because as yet no tried expert stenographer has taken his place. A number of promising stenographers are registered at present, some of whom have worked for professors, and one of them has been used as a substitute in the office of the secretary of the faculty. On the whole the strongest stenographers who have done work under the appointments office have been law students whose more or less varied experience in business or travel has made them especially valuable and efficient in their work. The stenographic bureau of a year or two ago, which disappeared last year, has been revived this year in a somewhat modified form under the direction of a very capable junior. The stress to be laid on the work under his direction is to be on typewriting with the expectation that Harvard men will be able to do all of the large amount of typewriting of these and other manuscripts, constantly needed about Harvard. Up to the present time twenty-one men have enrolled in the bureau. Their efficiency is to be tested, and the bureau holds itself responsible for the correctness and care with which the work is done.—*Boston Transcript*.

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### ANSWERS TO CORRESPONDENTS.

WRITE SLOWLY, THAT YOU MAY  
WRITE FAST.





C. H. K.—The shorthand manuscript inclosed in your letter is not a good specimen of slow and careful writing. If these notes were made from dictation at some considerable speed, we should call them very fair specimens of phonographic writing, but if they were written when you had your time at your own disposal they are defect-

ive, and such practise will do you no good. Our advice is that you procure some double-lined reporting paper and set to work writing with your pen slowly and carefully, making full-length strokes *exactly* full length, half-length strokes *exactly* half length, and all the various phonographic elements in due symmetry and proportion. You will find that this kind of practise, faithfully persisted in for a short time, will have a surprising effect upon the quality of the notes you make from dictation. If you will pursue such a course, you will soon be able to keep up with your chief and make excellent, legible notes with either pen or pencil, and at a rate you have never equaled before.

## LEFT-HAND PHONOGRAPHY.

C. E. B.—By no means would we discourage your left-handed pupil from going ahead hopefully with the study of phonography. We have known many successful short-hand writers who wrote, either from natural choice or from necessity, with the left hand. Among the latter class may be mentioned Mrs. Edna I. Tyler, official court reporter of Worcester, Mass. Mrs. Tyler is naturally right-handed, but by reason of an injury to her right wrist she was unable to write with the right hand. She learnt phonography, writing with the left hand, and ultimately became a very skillful note-taker. The late John J. McElhone, formerly of the corps of official reporters of the United States House of Representatives, received an injury to his right hand after he had been for many years a professional reporter. He changed almost immediately to his left hand and used that hand for rapid writing for a prolonged period. When

he afterwards recovered the use of his right hand he continued to make occasional use of the left, changing the pen from one hand to the other, and writing with almost equal ease and speed with both hands.

The PHONOGRAPHIC MAGAZINE for March 1, 1897, contained an article which bears very pertinently on this subject. J. E. Fuller therein describes the case of one of his students, who, being naturally right-handed and having suffered the loss of his right arm, began the study of phonography and was instructed to write the phonographic characters not in the usual form, but in the reverse form, as the ordinary forms appear when seen in a mirror. Thus the  of ordinary right-hand phonography becomes  when written with the left hand. The outline , as ordinarily written, becomes  when written with the left hand. Of course, the beginning of the line is on the extreme right hand side of the page and the writing proceeds from right to left instead of in the ordinary way.

This, we believe, is the correct way of teaching the left-handed beginner to write phonography.

## QUICK WORK.—AN UNFORTUNATE NECESSITY.

S. V. A.—We thank you for your kindness in sending the notes and transcript made by your three months' student. We are glad to see them, as it is another proof added to many we have seen in the past that Pitman Phonography can, as you say, "be learnt as quickly as the best of the amanuensis systems." If any school or any student finds it necessary, for any

good reason, to do quick work, to "get results" in a hurry, this necessity can be met more promptly or more certainly by no system of shorthand whatsoever than by Pitman Phonography.

And yet we are always sorry to see such work done. What is needed in the shorthand instruction of almost all schools with which we are acquainted (and we say this without regard to the system taught) is less haste to get the pupil through, but more time to build him up. All the schools are working under conditions over which they have, to a large extent, no control. The ignorance of parents, the confused state of the public mind on the subject of shorthand through delusions that have been industriously propagated by conscienceless persons influenced by selfish motives, the natural eagerness of even intelligent persons of limited financial means to get into a position to earn wages—these, and other influences, combine to make the position of the private school manager a difficult one. Of necessity he must sometimes compromise, and, in order to do the greatest practicable amount of good, must consent to methods of procedure that he does not wholly approve. The greater good must sometimes be sacrificed in order that he may get into a position to do any positive degree of good, or even, perhaps, to save the student from positive evil. We believe a better state of things will gradually come about and that it will be less and less necessary to "fight the devil with fire." Certainly all tendencies that lead toward a rational method of teaching should be fostered whenever possible, and hasty and superficial modes of instruction could be frowned upon.

### DOTS AND DASHES.

A MILITARY HERO WITH A PHONOGRAPHIC RECORD.—Readers of the PHONOGRAPHIC MAGAZINE of a decade ago will recall the name of Frank R. Lang (certificated



*Major Frank R. Lang.*

teacher), who had lately left a military school in Maine (in which he taught commercial branches and instructed cadets in military exercises) to join, as a volunteer, the U. S. Army, to which he afterwards became regularly attached. To such the following paragraph, recently printed in Associated Press newspapers, will be of interest :

Major Frank R. Lang, United States Army, has been appointed major and judge-advocate, from captain, Second U. S. infantry, and will be retired on account of disability due to wounds received in battle. Major Lang served in the volunteers throughout the Spanish-American war in 1898, and with the Ninth U. S. infantry in the Philippine campaigns of 1899 and 1900. He served with the Macabebe scouts during the cleaning up of the provinces of Tarlac and Pampanga, and accompanied the China relief expedition on the breaking out of the Boxer troubles in June, 1900, participating in the battles of Tientsin, Peitsang, Yangstun, and the advance on Peking. On July 13, during the battle of Tientsin, he was shot through the left arm, and it was in this battle that Colonel Liscum was killed. In the battle of

Yangstun, August 6, he was severely wounded by a Krupp shell bursting directly over him, six pieces of the shell entering his body. He also suffered the fracture of his right arm in falling from his horse. As a result of these injuries he was in the hospital for over a year, completely paralyzed, and has never entirely recovered. Major Lang has an enviable military record as a gallant, studious, and most efficient officer.

## COLLEGE GIRLS AS STENOGRAPHERS.

—Ruth Cranston believes that stenography is one of the most promising fields for girls from the regular colleges. This is an unusual suggestion, as business colleges in all the cities turn out girl stenographers by the scores. Miss Cranston, however, says there is room at the top for young women with more knowledge than simply how to run a typewriter. "There are employers willing to pay liberal salaries to stenographers who do not require constant prompting," says Miss Cranston. "The average girl in an office does just what she is told, and nothing more. These are the girls who receive a few dollars a week, and, as a rule, they are not worth a cent more than they get. The college girl has the equipment to fill an important position, and there is always the possibility that she may become a private secretary."—*New York Press*.

ROOM FOR MORE LIKE HIM.—One of the wonders of the shorthand profession in New York City to-day is a man who has almost reached his seventieth year and does a considerable business in transcribing the notes of other shorthand writers, and this without reference to the system used, the subject matter, or the time that has elapsed since the notes were taken. On a number of occasions indeed he has transcribed notes written by a stenographer who had died and to whom there-

fore no question as to the correctness of the transcript could be referred. This work has been done in connection with lawsuits, and in many instances the attorneys for whom the work was done have expressed their satisfaction, gratification, and surprise at the result. To the writer's knowledge this old gentleman has transcribed notes written by six different persons employing three different systems, notes taken at great speed, written with little regard for the rules of the system studied, and replete with little individual twists and turns. There is room in the profession for a great many more, if they would only cease striving so hard for mere manual dexterity and endeavor to master, as the veteran referred to has done, the real science of shorthand.—*New York Sun*.

TENTH ANNUAL MEETING OF THE PENNSYLVANIA STATE ASSOCIATION OF SHORTHAND REPORTERS.—This meeting was held in Scranton, July 7 and 8. Among those present were Thomas Bengough, Henry C. Demming, W. D. Coston, O. L. Detweiler, Ernest N. Ross, William M. Clift, George A. McBride, H. F. Geddes, M. J. McAndrew, John Taylor, Erwin L. Allen, H. H. Coston, F. Elelton, Arthur Head, J. F. Peatty, and E. H. Eldridge. A fine program was carried out, and several papers of high quality were read. The following resolution was adopted:

WHEREAS, This association has learned that one of its members, ex-President Arthur Head, was recently removed from the position of official stenographer to the courts of the Forty-second judicial district, which he had held for many years to the entire satisfaction of the bar, and has been informed of the circumstances of his removal; be it

Resolved, That we disapprove the action of the judge in dismissing Mr. Head without cause, explanation, or hearing.

That the action of the judge has not in the least impaired our confidence in the ability and character of Mr. Head from long acquaintance.

That we pledge ourselves individually to do all in our power to assist him in securing other employment and business in place of that of which he has been deprived, and that the secretary be directed to forward Mr. Head a copy of these resolutions.

The meeting culminated in a banquet at The Terrace, at which William M. Clift, of Philadelphia, presided, as toastmaster. Next year's meeting will be held at Bedford Springs.

### SCHOOLS AND TEACHERS.

E. J. GIBB, who during the last school year was in charge of the commercial department of the Benton Harbor (Mich.) High School, is elected to a like position in the New Trier Township High School near Kenilworth, Illinois.

THE SAN DIEGO (CAL.) COMMERCIAL COLLEGE has established a branch at Imperial, Cal., under the name of The Imperial Valley Business College. C. I. Jenney (certificated) will go from San Diego to Imperial to take charge of the new school.

MATTIE A. CASSITY (certificated) has renewed her engagement as principal of the shorthand department of the Northwestern Business College, Beatrice, Nebraska, which institution has recently past under the management of J. W. Marple.

SINCE last reported the Teachers' Certificate has been awarded by the Phonographic Institute to the following-named candidates:

ANNIE M. HACKLER, El Dorado Springs, Mo.

HENRY FIELD PRATT, Central High School, St. Louis, Mo.

THE NEW LONDON (CONN.) BUSINESS COLLEGE has "come of age." On the evening of July 27 was celebrated its twenty-first annual graduating exercises, and twenty-two well-trained young men and women received diplomas, a decided majority being in the shorthand course. President R. A. Brubeck and his associates are to be congratulated on the continued prosperity and high educational standing of the college. The principal address of the evening was delivered by Hon. Thomas M. Waller, ex-governor of Connecticut.

BRIDGEPORT (CONN.) BUSINESS COLLEGE has engaged Florence Aborn as teacher of its shorthand department during the coming school year. Miss Aborn takes the place of Mrs. B. M. Himan, who goes to Westerly, R. I., to accept a similar position.

MABEL E. RICE, who has recently been filling an engagement as stenographer in the department of experimental agricultural chemistry in the Pennsylvania State College, State College, Pa., has been elected teacher of the commercial branches in the Tubman High School for Girls (T. H. Garrett, principal), Augusta, Georgia. Miss Rice is a skillful writer of Benn Pitman phonography and a graduate of Peirce School, Philadelphia.

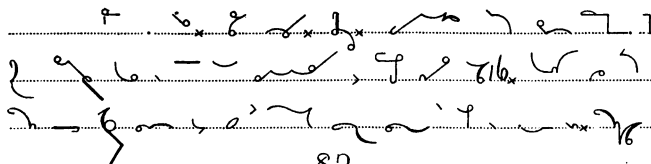
THE CAPITAL COMMERCIAL SCHOOL (D. A. Casey, principal) recently established at Albany, N. Y., has already made a fine record as a "worth-while school." Students of shorthand in Albany may enroll in this school with the assurance that they will be taught the Benn Pitman system in its purity and that they will be skillfully trained in its use.

[Learners' Department.]

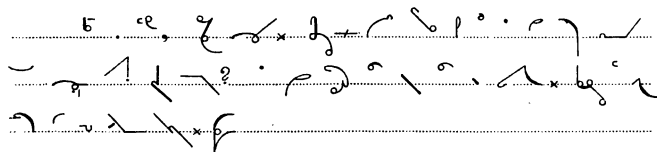
## LITTLE LETTERS.—Continued.

[To follow Lesson XLVIII of  
The Phonographic Amanuensis.]

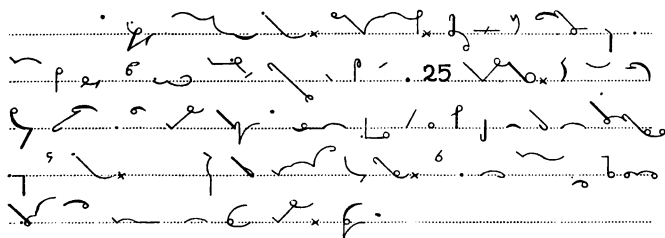
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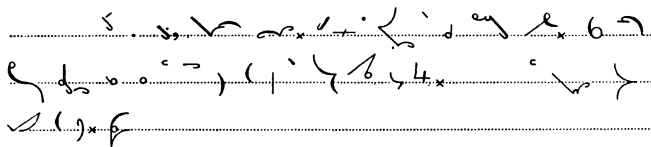


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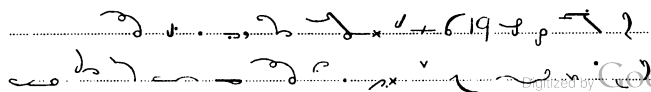


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[To follow Lesson L.]



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86

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

87

Handwritten musical notation on three staves, featuring various notes, rests, and bar lines.

88

Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines. The notation is written in a cursive style.

89.

[To follow Lesson I.11.]

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Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines.

90

Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines.

91

*[To follow Lesson LIV.]*

Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines.

92

Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines.

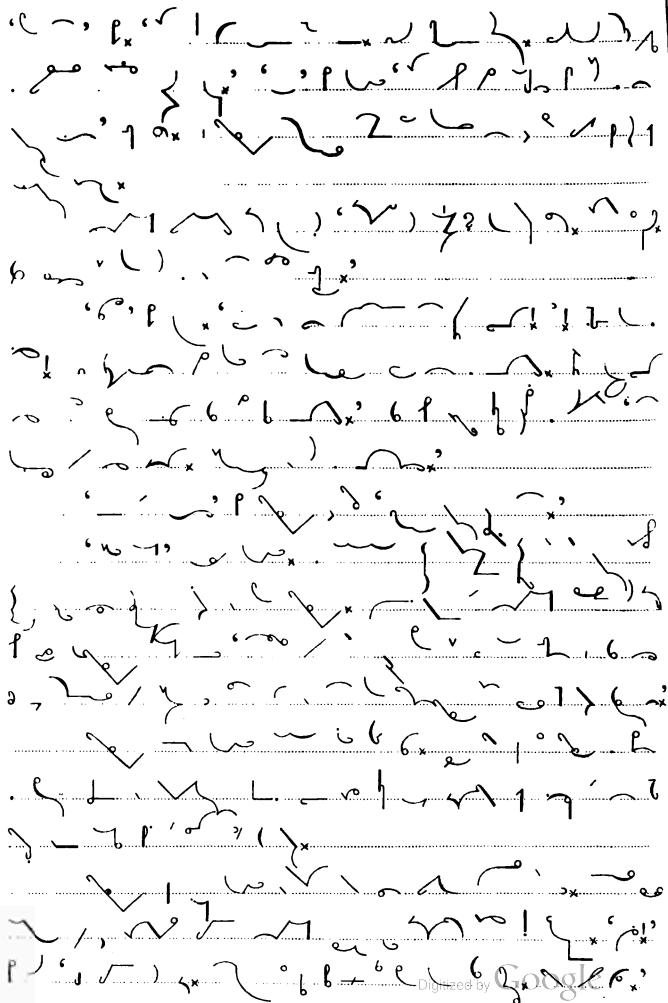
93

Handwritten musical notation on a five-line staff, featuring various notes, rests, and bar lines.

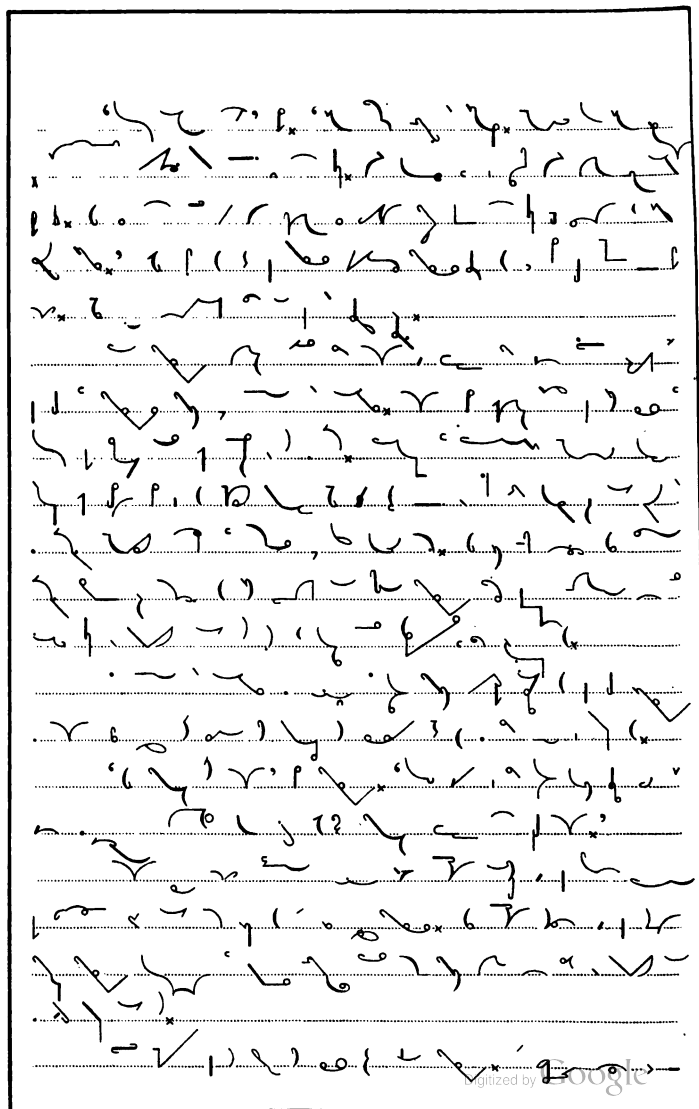


[In the Amanuensis Style.]

THE TEMPEST.—Continued.

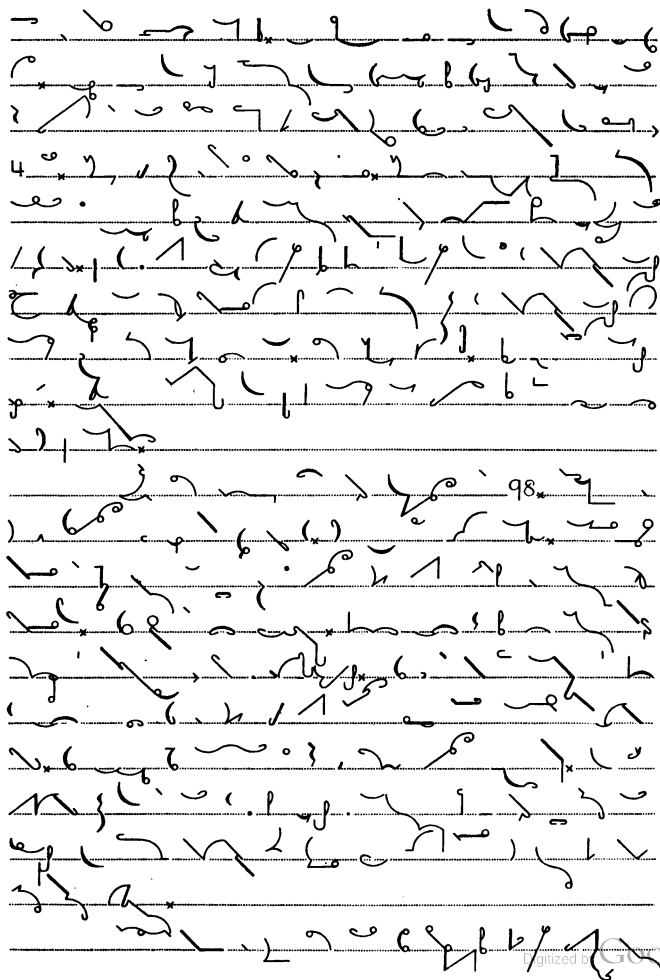


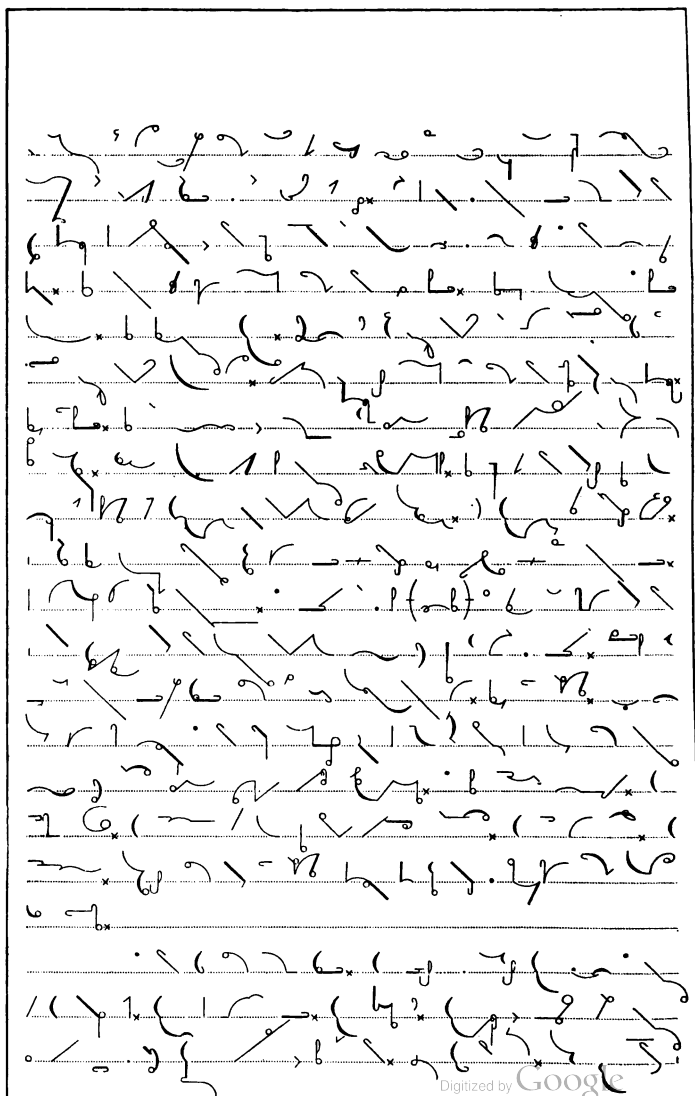
Handwritten musical notation on a ten-staff system. The notation is in a cursive, handwritten style, likely representing a musical score. It includes various notes, rests, and other musical symbols. The text is written in a dark ink on a light background.

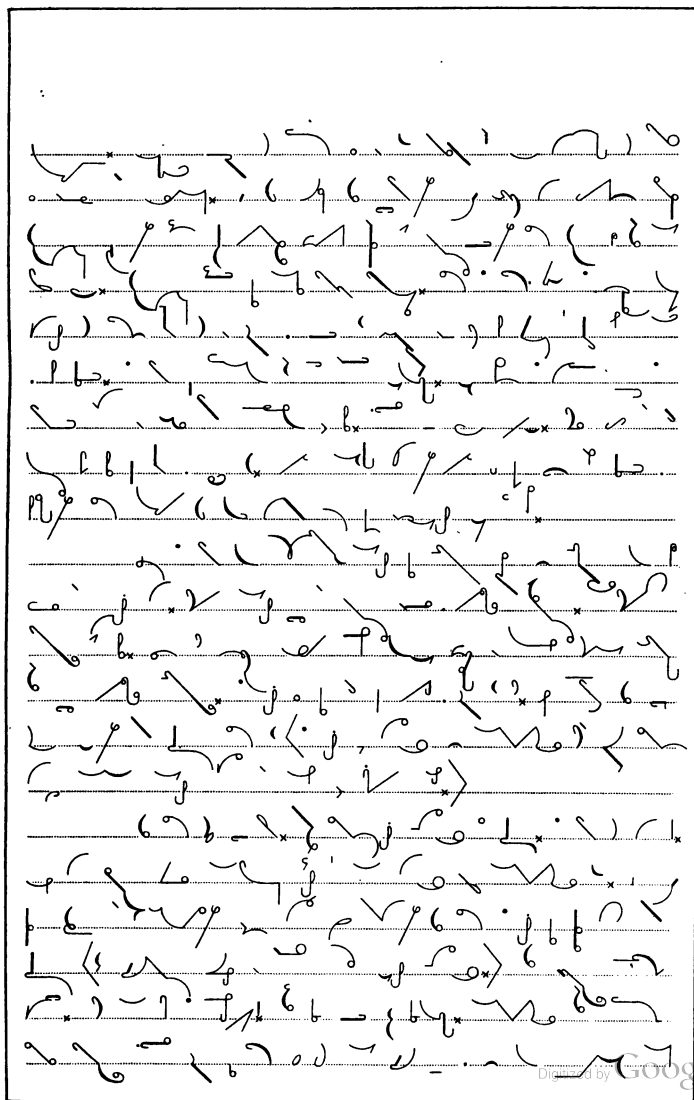


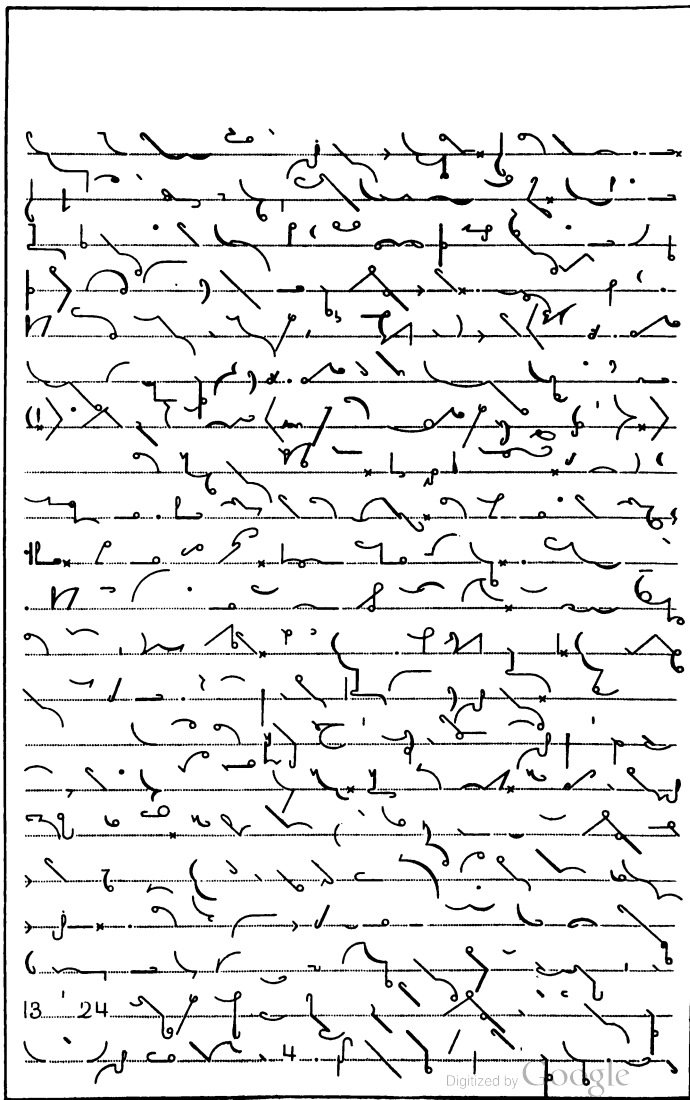
[In the Reporting Style.]

WEBSTER'S REPLY TO HAYNE.—Continued.









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|   |                                  |                                   |
|---|----------------------------------|-----------------------------------|
|   |                                  | Benn Pitman, 796 writers, 50.4 %. |
| ■ | Graham, 242 writers, 15.3 %.     |                                   |
| ■ | Munson, 86 writers, 5.4 %.       |                                   |
| ■ | Isaac Pitman, 67 writers, 4.2 %. |                                   |
| ■ | Gregg, 66 writers, 4.1 %.        |                                   |
| ■ | Cross, 45 writers, 2.8 %.        |                                   |
| ■ | Barnes, 25 writers, 1.5 %.       |                                   |
| ■ | Pernin, 25 writers, 1.5 %.       |                                   |

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JEROME B. HOWARD, EDITOR.

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JEROME B. HOWARD, EDITOR.

Vol. XXIII. No. 9. }  
Whole Number, 333. }

CINCINNATI, SEPTEMBER, 1909.

{ Five Cents a copy.  
{ Fifty Cents a year.

## THE VELVET TOUCH.

BY I. H. MOTES, KANSAS CITY, MO.

One of the most common faults of young stenographers is striking the keys too heavily. The habit is sometimes formed in an office where the manager is careless about the appearance of his letters, and neglects to buy new ribbons as fast as they are needed. Or it may be due to the fact that the stenographer does a great deal of manifolding, or makes a great many mimeograph stencils, which call for heavier strokes than ordinary letter-writing.

But in nine cases out of ten this habit of heavy writing begins in the typewriting-room of the business college, where typewriter ribbons are used long after they should be thrown away. This arises from the carelessness or penuriousness of the manager, who compels the students to use old faded ribbons, making it necessary to strike hard in order to bring the letters out plainly. The school or the private teacher who through such extreme economy allows the student to form this habit does him a great injustice, because once formed it is hard to break, and is sure to work havoc with the success of the practical stenographer in the long run. Such a teacher or manager limits the ability of the student to hold a good position, but, worse than this, he leads the student to a large waste of energy, which, in the case

of delicate girls, means an early breakdown. The student who is compelled to write with faded, worn ribbons would better write lightly, and be content with very pale letters, than form this habit of heavy, dull pounding.

The bad effects of this habit do not become so evident in college, where the student is fresh and enthusiastic, and where he writes slowly for perhaps two hours a day, but when he gets out into business, putting in seven or eight hours in straight writing, at a speed perhaps twenty times faster than he wrote while in school, the unnecessary expenditure of energy becomes quite a serious matter, especially if the stenographer be a girl. The softer your touch the fresher you will be after a hard day's work, and the harder the position you hold the more important does lightness of touch become, for as you grow older this hard writing draws more and more heavily on your store of reserve strength.

The business - college manager and the private teacher of shorthand and typewriting owe it to their students that good ribbons be used on the practise machines, so that neat work can be done without this pounding, and as soon as the ribbons become worn and faded they should be replaced by new ones, or the old ones re-inked—which can be done with but little trouble, and the life of the ribbon doubled thereby.



The working stenographer who does a great deal of manifolding and stencil-cutting should be always on his guard against the habit of heavy writing. As soon as he gets through the manifolding or stencil-making he should go back instantly to the light, velvet touch which does not tire. And just as soon as the ribbon gets so pale that you catch yourself striking harder than usual in order to make plain letters you should change it at once. Keep one ribbon rolled up and laid away in a somewhat moist atmosphere, for an occasional change, using the two ribbons alternately, and you will do prettier and more uniformly bright, clear work. Nine out of every ten stenographers put too much force into their writing, and it is on this account that so many girls become nervous wrecks after writing short-hand twelve or fifteen years.

With a good ribbon and a light touch a delicate girl can work all day and quit at half-past five or six o'clock, feeling very little fatigue from her day's work, as she practically works nothing but her fingers. The weight of her hands falling an inch or so to strike the keys is sufficient force, with a good ribbon, to give her letters a clear, bright impression. On the other hand, if she writes from the shoulder, with a heavy, pounding touch, she will be worn out at the end of the day. Besides she may get discharged before she has held the place many days.

While I was holding my first position after leaving business college an energetic, stout girl came to take a position with my firm. She had been working for a careless, somewhat slovenly lawyer, and using an old, worn-out machine, upon which she had been accustomed to

pound as hard as she pleased. Coming to our office she was put to work on a brand-new machine with a soft platen. Although I cautioned her to write lightly, she could not get out of her habit of pounding, and, being somewhat stout and muscular at any rate, the result was that the back of the sheets on which her letters were written lookt like raised writing for the blind, or as if an iron-shod mule had been walking across the paper. She did not hold the place long. The manager was afraid she would beat holes in the platen of his new machine.

#### FIRST ANNUAL CONVENTION OF THE PALMETTO STATE STENOGRAPHERS' ASSOCIATION.

The first annual convention of the Palmetto State Stenographers' Association was held in the parlors of the Atlantic Beach Hotel, Sullivan's Island (near Charleston), South Carolina, Friday and Saturday, August 6 and 7.

Unfortunately President Wm. H. Macfeat, of Columbia, was not present, being away in court. Lewis E. Wood, of Sumter, first vice-president, took the chair, and the meeting was called to order. The Hon. R. Withers Memminger, judge of the ninth judicial circuit (Charleston), welcomed the shorthand writers of South Carolina to the city of Charleston and to the island. Judge Memminger spoke of the kindly feeling and good-fellowship that exists between the court reporters of South Carolina and the judges, and of the respect to shorthand reporters command with the bench and bar. Judge Memminger urged the necessity of strong organization among the

shorthand reporters of the state, and offered his assistance at all times in furtherance of the cause. Judge Memminger was once a law stenographer himself. This address was responded to in a very happy manner by Edgar A. Brown, of Barnwell, secretary-treasurer of the Association. The Hon. C. E. Sawyer, of Aiken, was the next speaker introduced. Colonel Sawyer announced that he had not prepared the "historical sketch" that he was booked to have, on account of inability to get hold of certain publications that he wisht to use in making up that address. However, he gave the association an account of his long experience as a shorthand reporter in South Carolina in a very interesting way, and he assured the members that at the next annual meeting he would be able to give "Some Historical Facts about Shorthand." Mrs. Lula B. Vernon, of Spartanburg, also on the program, was unable to be present with a paper on "Shorthand Instructions and Preparation," but Prof. C. A. Edwards, of Columbia, was on hand with an admirably written paper on "Shorthand Instructions in Public Schools." Lewis E. Wood, of Sumter, the shorthand wit and orator of the state, was ready with "Our Association" as his subject, and it was finely handled. The secretary-treasurer's annual report and recommendations were next received. Mr. Brown made many valuable suggestions and recommendations along with his report. Among the other speakers of the day (Friday) were O. B. Anderson, of the eleventh circuit, and Mr. Metz, of Charleston. Mr. Metz is Charleston's shorthand enthusiast, and is doing good work in that city for the association.

On Friday afternoon the type-writing contest took place, to determine the champion operator of the state. This contest was a great success, and the winner was R. W. Sharkey, of Charleston, an Underwood operator. The contestants, about twelve in number, were at a disadvantage in writing. The hotel is right on the beach, and the wind was high during the afternoon, and for that reason the windows of the parlors had to be closed, which made the room darker than usual. Then, again, the matter furnisht by the committee was changed at the last moment, and instead of prepared copy being used, copy from a newspaper was furnisht the contestants, and the print was fine. Hence it was with some difficulty that the contestants wrote. Mr. Sharkey is a very fast operator and deserves a great deal of credit; more than his general average will show. While his average per minute was only forty-eight words, yet he deserves credit for being a much faster operator. He made a great many small errors, and was severely penalized for the same. The gold medal was presented to Mr. Sharkey by L. E. Wood on Saturday night at the ball given in honor of the members of the association. J. J. Brennan, an Underwood operator, and Miss MacMillan, of Charleston, both were close to the average made by Mr. Sharkey.

The following officers were elected for the coming year: President, Lewis E. Wood, of Sumter; first vice-president, Edgar A. Brown, of Barnwell; second vice-president, Mrs. L. B. Vernon, of Spartanburg; secretary-treasurer, George J. L. Metz, of Charleston; assistant secretary-treasurer, O. B. Anderson, of Edgefield; chairman of legislative committee, Wm. H.



was held under its auspices. The occasion for it arose out of the fact that Miss Wood carried off the Eagan cup at Providence, having successfully competed for the trophy three times in succession whereby it became her property. Some uncertainty was felt on the part of some members of the association as to the advisability of the president accepting the cup presented by W. L. James, of Chicago, and Frank R. Hanna, of New York, to replace the Eagan cup, but it was felt by most to be a case of the end justifying the means, and the association entered heartily into the spirit of the contest. Twelve contestants took part in the contest, which was held the first day of the convention, and, briefly stated, the result was that Willard B. Bottome, of New York City, carried off the first honors, though he did not beat the maximum net speed-record of 264 words a minute established by Miss Wood at Providence. Mr. Bottome, however,

lacked two words a minute of tying Miss Wood, his record being 262 words a minute. John D. Carson, of Chicago, was second, and Clyde D. Marshall, of Chicago, was third.

One gratifying feature of Mr. Bottome's work was that in the contest for 220 words a minute, the reading of which being somewhat slow reduced the speed to 207 words a minute, he made a creditable record of transcribing not only at a very high rate of speed, but with remarkable accuracy, there being but a trifle over one per cent of error.

The high-speed contest consisted of testimony read at the rate of 280 words a minute. The rules governing the competition were practically identical with those which governed the competitions held in previous years under the auspices of the Eastern Commercial Teachers' Association.

Following is the complete showing of the four contestants making the highest records:

|                                  | STRAIGHT MATTER TEST. |                |           |         |          | TESTIMONY. |                |           |         |          |          |
|----------------------------------|-----------------------|----------------|-----------|---------|----------|------------|----------------|-----------|---------|----------|----------|
|                                  | Speed...              | Words read.... | Errors... | Net.... | Per min. | Speed...   | Words read.... | Errors... | Net.... | Per min. | Average. |
| Bottome, Willard B., New York... | 207                   | 1036           | 12        | 1024    | 205      | 280        | 1386           | 78        | 1308    | 262      | 234      |
| Carson, John D., Chicago.....    | 207                   | 1036           | 45        | 991     | 198      | 280        | 1386           | 131       | 1255    | 251      | 225      |
| Marshall, Clyde H., New York...  | 207                   | 1036           | 83        | 953     | 191      | 280        | 1386           | 114       | 1272    | 254      | 223      |
| Burt, Frank K., Boston.....      | 200                   | 1002           | 41        | 961     | 192      | 280        | 1386           | 156       | 1230    | 246      | 219      |

Theodore C. Rose, of Elmira, N. Y., who, in his own person, links the past of speed-contests with the present, inasmuch as he attended the first official shorthand speed-contest held (by a singular coincidence) at Lake George, in 1888, read a lengthy paper before the convention on the subject of speed-contests in which he pled earnestly that the goal of accuracy be aimed

at rather than the goal of speed. His attitude toward speed-contests was not, however, that they should not be held, but that they should be improved, and that the standard aimed at should be perfection—not ninety per cent of correct work, but one hundred per cent. This, Edward Carroll, Jr., of New York, argued, was a standard that was never maintained in court-work

even by Mr. Rose himself, most thoroughly competent shorthand reporter though he is known to be.

There was a good deal of discussion of the report of the legislative committee, in view of the fact that congress this year will in all probability indeed, it is practically a certainty—put into effect a revised code providing for the appointment of official reporters in the United States courts. Heretofore there has been no official system of reporting in the federal courts. Individual contracts have been made with reporting firms, and in some cities considerable confusion has arisen as to who should do the work. This state of facts has appealed to the congressional committee that has the matter in charge, and the association members at the Lake George convention considered it was inevitable that legislation would be past calling for the appointment of official stenographers in the federal courts. The legislative committee had sought advice from the members of the association as to what the action of the committee ought to be in the premises, but there seemed to be considerable division of opinion amongst the reporters throughout the states of the Union as to the advisability of supporting such proposed legislation. Some reporters favored the official system and others did not. Geo. A. McBride, of Philadelphia, chairman of the legislative committee, appealed to the convention for expressions of opinion that might guide the committee, and after much discussion a roll of the states was called, and individual members present from the several states express their personal views as to the wisdom of appointing federal court officials or not. While some few supported the offi-

cial system, it seemed pretty evident from the general trend of the discussion that if the official system in the federal courts could be avoided it would meet the approval of the great consensus of opinion among shorthand reporters throughout the country. The hands of the legislative committee were in no way tied, but their future action will undoubtedly be governed by the views expressed, and one may venture to predict that they will not lend any support to legislation looking to the appointment of official federal court reporters, but that if such appointments are found to be inevitable they will use every effort possible to establish an adequate compensation on the basis of a *per diem* fee, and folio rates for transcription. The proposition seems to be that the folio rate should be fifteen cents per one hundred words. This rate is lower than is given in either New York or Chicago, but is higher than obtains in a number of states, and one reason for the divergence of opinion on this subject amongst the reporters seems to be that such a federal enactment will tend in the one case to lower the compensation already received while it would, on the other hand, tend in other states materially to increase it. Of course it is scarcely in human nature to support a project for the decrease of one's own compensation.

Probably the subject introduced by Mr. Bengough will have a very far-reaching effect upon the profession of shorthand writing and upon phonography itself, not only throughout the United States, but beyond its borders. The National Association members are almost to a unit opposed to the exploitation of particular systems of shorthand for commercial purposes. They see

in it no educational advantages of any value beyond the accumulation of wealth for the individual publishers who are responsible for such exploitation, and the effect of Mr. Bengough's proposals would be to advance the interests of phonography entirely on an educational plan, gathering from each method of writing that which is good, irrespective of the system or method name by which it may be designated. Mr. Bengough made special allusion to the work done recently by Robert Taylor, of Minneapolis, and his associates, in reporting the hearings of the case against the Standard Oil Company of New Jersey, which hearings have been held in many parts of the country, Mr. Taylor having been selected because of his known competency to take charge of the work of reporting these hearings. In this work he has in every case been accompanied by his assistant, Mr. Higgins. Mr. Taylor is a reporter of renown, one whose skill and ability are beyond question, and he made a significant remark in a letter, quoted by Mr. Bengough, saying, "What would I not give to be able to add twenty-five words a minute to my speed in writing shorthand!" This may not be literally the words of the letter, but it is substantially as written by Mr. Taylor. With a writer of such ability as Mr. Taylor in such straits, with Mr. Higgins, his associate, in the same plight, and with this as the universal condition of the most competent shorthand writers not only of the United States but of the whole civilized world, it is little wonder that the shorthand practitioners of the world should seek means for gaining that end other than those provided by commercial men in furtherance of their publishing interests; and Mr. Ben-

gough's proposal was that a committee of the National Shorthand Reporters' Association be constituted, to whom should drift from every practical shorthand writer suggestions for improvement in shorthand writing, not necessarily confined to any special system or group of systems. This proposition met with hearty indorsement from the convention, and it was felt that Mr. Bengough had put into concrete form an idea which had existed in a nebulous state in the mind of every practical shorthand writer present. The matter was referred to a committee for consideration, the committee reported back favorably, and a permanent committee was thereupon appointed, consisting of Robert Taylor, of Minneapolis, William Whitford, of Chicago, Thomas Bengough, of Toronto, and Edward H. Eldridge, of Boston. This action is felt to be fraught with no small consequence to the profession at large, and to the shorthand world in general. The committee is a forceful and practical one. It embodies the Detweiler spirit, which "does things."

The convention was overshadowed by the loss of Charles Currier Beale, its honored past president, who died, last April, at the comparatively early age of forty-four years, while still at the zenith of his powers. As is known to the readers of the *PHONOGRAPHIC MAGAZINE*, he was the bibliographer and historian of the profession. He has left a library of very great importance, and if it were scattered its equal could probably not be gathered together, and it seemed fitting that the association, as it did, should decide to purchase this valuable collection from Mr. Beale's estate. A committee was given authority to do this, and to perfect all

necessary arrangements for the care, upkeeping, and cataloging of the collection.

The concluding session of the convention consisted of a memorial service, when a photograph of Mr. Beale was displayed on the wall behind the chairman's table. Eloquent tributes to the memory of the association's former president were paid by President Detweiler and others, and the convention adjourned under the solemn benediction that such a memorial service bespoke.

### NEW SAINT LOUIS BUSINESS COLLEGE.

This splendid school, which was formed last February by the consolidation of the five most important of the then existing commercial schools of St. Louis, has been a success from the day of its opening, and its enrollment this fall has been beyond the most sanguine expectations of the management. The school occupies two entire floors of the great building on Eighth and Pine streets, and it looks as if the problem of the future of the school will be to find room for its students. This problem has indeed been so pressing that two strong branches have already been thrown out—one in the West End of St. Louis (1000 North Grand Avenue) and the other in Alton, Ill. These branch schools are in all respects the equal of the home institution in the quality of instruction given and in the equipment necessary to render the instruction effective, and they have the advantage of accommodating a large number of students at points near their homes, while they have behind them all the prestige and influence of the parent school.

The shorthand department (of which a portion only of the beginners' section is shown in the engraving on the opposite page) is under the general superintendence of P. J. Herpel, whose long and successful conduct of the shorthand end of the Perkins and Herpel Business College (one of the five merging schools) renders his assignment to this work one of peculiar fitness.

Another happy adjustment in the distribution of the forces brought together by the merger is that which places Clarence C. Chrisman at the head of the typewriting department. Mr. Chrisman is already known to the readers of the MAGAZINE as the inventor of the touch typewriting device described in our issue for April last. This center-guide device is doing wonders in the typewriting department of the New Saint Louis Business College and in other schools that have adopted it.

The remaining organization of the faculty is Lee E. Hedrick, superintendent of business departments; H. D. Goshert, superintendent of English department, and E. C. Perkins, principal of the Grand avenue branch school. The business organization is headed by F. H. Fritch, president, with George A. Hanke and Schuyler Drury as secretary and treasurer respectively.

Young men and women in and about St. Louis who wish to study Benn Pitman phonography together with those accessory branches that go to make a shorthand education useful in business are to be congratulated on having the opportunity to attend so excellent a school as the New Saint Louis Business College.



SHORTHAND DEPARTMENT OF THE NEW SAINT LOUIS BUSINESS COLLEGE—BEGINNERS' SECTION.



### DEDICATION OF MONUMENT TO THE MEMORY OF CHARLES CURRIER BEALE.

On August 28, at Oak Grove Cemetery, West Medford, Mass., was dedicated a fitting monument to the memory of Charles Currier Beale.

The exercises were conducted under the auspices of the National Shorthand Reporters' Association, and a large part of the membership in attendance at the annual convention recently held at Lake George, N. Y., went to Boston to assist in doing honor to the memory of the beloved past president. The exercises were conducted by Oscar L. Detweiler, of Philadelphia, president of the Association, and the preliminary arrangements were made by a committee consisting of Mr. Detweiler, Kendrick C. Hill, Edward H. Eldridge, Frank H. Burt, and William L. Haskell. The unveiling of the monument was witnessed by seven hundred persons, including, besides the members of the National Association, members of the shorthand reporting profession in New England and many family and personal friends. Mrs. Beale and Miss Helen Beale, the widow and daughter of him in whose honor the company was gathered, were given special seats and were deeply moved by the words that were spoken in his praise.

The dedicatory address was delivered by Frederic Irland, official reporter of the United States House of Representatives. Mr. Irland said in part:

The beautiful monument which today we unveil, erected by the National Shorthand Reporters' Association, is in grateful and loving memory of our third president, Charles Currier Beale, who in his short life was printer, phonographer,

author, publisher, historian, professor, philanthropist, transcendently skilful in the reporting art, a man whose life was spent in helping to lift others toward the high eminence whither he had climbed, a friend beloved, in whom the elements were so mixt that nature might stand forth and say to all the world, 'This was a man!'

In order that we may have before us a view of that to which he had attained, let us remind ourselves of the long struggle which preceded modern shorthand reporting. The desire for a perfect record of spoken words is as old as the love of eloquence and the hatred of perjury. Although Roman Tyronian script was used for nearly fifteen hundred years by monks and other learned men in Europe, the art of rapid writing, imperfect as it was, hibernated through the long winter night of the Dark Ages, and the learning and progress of the world slept with it. Dawn was a long time coming, and verbatim reporting was practically unknown until within the memory of men now living; until after the childhood of our grand old man, Benn Pitman, the world's shorthand king.

Into this modern world, in 1864, in the town of West Medway, came the little boy, Charles Currier Beale. The ancestors of Charles Currier Beale were in this country eight generations, having come to Dedham about the middle of the seventeenth century. Most of Beale's early life was spent in Rockland, where he received his early education.

While Beale was in the high school he saw a copy of Graham's "Handbook," which he absorbed as the earth takes in rain. While yet in his teens he went to work in a printing office as an apprentice. With the few shorthand lessons he received by mail this gave him an exact, particular knowledge which seldom is acquired by any except those who have learned the printer's art.

Soon after he obtained his first amanuensis position in a commercial house, he began teaching shorthand, and in this field he showed remarkable success.

Not content with existing textbooks, he began publishing leaves of his own, and finally a book embodying his own modification of phonography, which in the hands of hundreds of expert writers in New England is today proving entirely successful. During his busiest years Mr. Beale acquired a thorough legal education, and at the time of his death was a member of the honorable bar of the Commonwealth of Massachusetts.

But it is not as the skilful reporter or the sympathetic instructor that Mr. Beale will be longest remembered. It is the

just compensation of the historian that in restoring the names of others he attains remembrance for himself. Mr. Beale's most permanent literary work was in perpetuating the memories of the early shorthand authors and stenographic reporters of the United States.

His biographies of Thomas Lloyd, of Marcus Tullius Cicero Gould, and of the early reporters of congress are fair samples of his voluminous work in this direction. Barren of history indeed would be the pages of the shorthand periodicals of the last twenty years, were it not for Mr. Beale's tireless researches and the continually growing record of them.

So, useful and beloved, he lived and worked until, far short of man's allotted time, he spent the strength that God had given him. His widow and his daughter mourn and miss him scarcely more than we do. Such qualities as he possessed are the greatest earthly arguments for the life everlasting in the world to come. Is it possible that God would give a man such powers as Beale had, and then let perish the mind that drove that hand, or the soul that prompted that help for fellow men!

Following Mr. Ireland's address William L. Haskell, of Boston, whose long and intimate association with Mr. Beale as a friend and as a fellow-worker in the same professional field fitted him in a peculiar way to speak, stepped forward and pronounced a touching eulogy on the man as he had known him, emphasizing the idea that the real character of Beale would be in itself more enduring than the stone that had been set up.

The monument is of Westerly granite, about six feet high, of Grecian design. In a panel on the front is the word Beale in large raised letters. Below is the inscription:

Charles C. Beale,  
May 31, 1864.  
March 9, 1909.

Shorthand author, historian, reporter.  
Erected by the National Shorthand Reporters' Association in grateful and loving memory of its third president.

## SPLENDID OPPORTUNITIES FOR YOUNG MEN.

BY ERMINIE A. WILLIAMS, EAGAN  
SCHOOL OF BUSINESS, HACK-  
ENSACK, N. J.

We often hear young men speak complainingly of the fact that so many young women are crowding into positions which only a few short years ago were held by men only; but is this not often the fault of the young men themselves? Do they work as hard as do young women in making the preparation needful to hold the place? And when it is obtained, are they as conscientious in carrying out the details of the various duties assigned?

Any business-school proprietor will tell you that he is not able to fill the many applications made to him by business men for capable, all-around bookkeepers and stenographers; and that this is not because of the scarcity of young men pupils, but because so few of them are really willing to perform the hard labor necessary to enable them to pass a proper graduation test. Those who do show a disposition for good, honest, hard work are snapt up before they really consider themselves ready for a position, as their ideals are generally high.

Although there are many cases in which a young woman might be given the preference, on account of her willingness to work for a lower salary, still there are hundreds of places in which only young men are employed, on account of their supposedly greater powers of endurance. There is also occasional outside work to be done which a business man would not like to ask a woman stenographer to do, and

therefore he employs a young man as a general office assistant.

There is another splendid opportunity for any young man who is able and willing to give himself the necessary training for the place, and that is as teacher in a business school.

During the past year no less than four leading business-school proprietors have informed the writer of their inability to secure a young man qualified to fill such a position in their schools, and have asked for information as to such a person. A leading business school in New York state had an advertisement in many of the leading journals during the greater part of last year calling for a young man who had some experience as a teacher of shorthand. The proprietor stated, in a personal interview, that he thought a young man to be more suitable for the place, as the work was arduous, requiring both day and night teaching all of the year, with the exception of two weeks' vacation, while the majority of the pupils were young men requiring strict discipline.

This manager seemed to think that very few young women would be capable of enduring such a strain, physically. He said, though, that the majority of his teachers were women, because of his inability to secure the men as well qualified for the positions in other respects, although he was able and willing to guarantee to young men an excellent salary for their services.

Now, young men, if such positions are begging for applicants, why should you let them be filled by young women when you would be given the preference, with double the salary?

Why not take up the study of

shorthand with the idea of following it as a profession; not merely as an occupation, or as a stepping-stone to "something higher," as so many young men are now doing? It takes years of preparation to become even a third-rate lawyer or physician, and then several more years to build up even an indifferent practise; but in this case a good salary is assured as soon as you are prepared to begin the work.

The normal schools and some of the colleges are introducing this useful branch of learning into their courses, and, if these are beyond your means, there are good institutes and business schools where special courses are given to those intending to become teachers, which will enable them to obtain a knowledge of the subject sufficient to start as assistants in a business school, where the experience thus gained would soon enable them to secure a position more responsible at a salary greater than they could otherwise command.

## EDITORIAL.

### THE EMBLEM.

Letters continue to reach us expressing approval of the idea of adopting an emblem button or pin to be worn by writers of the Benn Pitman system of Phonography. During the last month designs for such an emblem have been submitted by Walter N. Glass, Galion, Ohio, Roy McLean, Austin, Texas, and Theo. Kochan, Janow, Manitoba, Canada. Readers of the MAGAZINE are invited to send sketches of designs suitable for such an emblem, and on the first of next Jan-

uary a selection will be made from the designs submitted, and it will be adopted as the official emblem of the Bann Pitman system. The person suggesting the design finally adopted will receive a prize of ten dollars and the first button or pin issued.

## AN ADVANCE STEP.

IN the appointment of a committee on shorthand improvement, at its recent meeting at Lake George, the National Shorthand Reporters' Association has taken a step that, if rightly followed up, may lead to results of the greatest consequence to the world of shorthand writers.

There are two principal ways in which such a committee may work, if it will, neither one of which excludes the other. It may, in the first place, exert its efforts toward the determination of a standard shorthand system for American national use, and, again, it may act as a sort of clearing-house for the suggestions of individual reporters as to abbreviating devices—the short-cuts of practical reporting—and weld them together, so far as may be, into a consistent code of abbreviating principles. The former function is of more far-reaching importance in itself, the latter is of more immediate interest to practising reporters.

The personnel of the committee is eminently satisfactory. The men named are as capable as any four

that could be found; but it is open to doubt whether any four men, whosoever they may be, can with perfect wisdom say the last word on the question of a standard shorthand system. It would seem that there should be a reviewing body of greater number, and this body will naturally be the association itself, to whom the reports of the committee must be submitted.

We hope to see the committee set to work promptly and energetically along both the lines indicated above, and we shall await with deep interest its report at the 1910 convention. In the meantime we bespeak for it the sympathy and aid of every shorthand writer in America.

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## ANSWERS TO CORRESPONDENTS.

### OUR PLAN OF TEACHING PHONOGRAPHY.

T. E. S.—It is not our plan of teaching to postpone "speed practise" until after the student shall have made a certain advance in the theory of phonography. The *Phonographic Amanuensis* is arranged so that theory and practice may proceed hand in hand with equal pace. Each lesson is provided with one or more writing exercises. These writing exercises, it will be observed, are of two kinds, (1) consisting entirely of detach words, (2) made up of sentences. Both these kinds of exercises should be used first as parts of the lesson, to be prepared by the student outside of the class hour, writing them slowly and carefully, and submit-

ting them to the teacher for criticism and correction, after which each exercise should be rewritten by the student slowly and carefully in its corrected form. When all this has been done, and the exercise has been finally submitted by the student in satisfactory form, as a specimen of slow and careful writing, he is then and there ready to begin *speed practise*, using the same exercise as the material for such practise. The exercise should be read and reread to the student. The reading at the beginning should, of course, be sufficiently slow and measured that the student shall not be hurried, for at that stage it is not yet time to encourage him to "let himself out" and make an effort to write rapidly. Indeed, in any training of the student the time never comes when it is advisable to *urge* him to write fast. It may frequently be necessary to stir up an indolent learner, so as to make him apply himself to his work, but when a student is seriously and industriously applying himself to the dictation exercise, it is never necessary to put the spur to him to make him write faster. It may, however, be necessary to remove certain clogs to free and easy writing by directing the student to change a bad position of the body or of the arm, or by inducing him to hold the pen lightly and easily, instead of clutching it tightly, but it is never wise to drive him by "hurry-up" methods. He must write rapidly only when it becomes easier and more natural for him to do so than to write slowly. The student is led to acquire this natural speed by repetition—by cultivating mental and manual automatism through writing and rewriting the exercises from the *Amanu-*

*ensis*, from ever-repeated dictation. Every day, from the beginning of the study of the book, we would require each student to write from dictation (for not less than a full hour), the writing-exercises belonging to the lessons he has first mastered by means of slow and careful practise. The absolute familiarity with outlines and outline-building principles that this training produces is such that the student soon comes to write every word automatically, attacking each word in turn without the slightest hesitation, and without conscious effort, the instant he hears the sound. No time is wasted in *beginning to write*, and thus the student has plenty of time to write the word distinctly and legibly, and yet to finish it quickly. To cultivate this automatism the more surely, this kind of dictation practise should be used *from the very beginning* of the student's work—just as soon as he has mastered the writing-exercise of the first lesson by slow and careful practise. And as each successive lesson is mastered the new writing-exercise, as well as some of the back exercises, should be used daily for dictation over and over again, so that the whole is frequently reviewed. Students trained in this way will very early show surprising facility in writing the exercises, and will take delight in it, especially the exercises that take the form of sentences. But the exercises containing detached words should be practised just as faithfully as, if not more so than, the sentence-exercises.

The only difficulty in a course of training of this kind is that it is liable to become somewhat monotonous, unless the teacher, by his energetic manner of conducting the

dictation exercise, holds the student to a high degree of interest in the work. This must be done by assuming a sprightly demeanor, and by refusing to allow *himself* to become languid or uninterested. The student will catch the infection, and the work will progress swimmingly if the teacher will do his part. Of course, there is a deadly monotony to the teacher in dictating these exercises over and over again, but he must not give way to it. He must put as much assumed interest into it as if each time it were the first time he had ever seen the exercises.

A good deal may be done to relieve this monotony for both teacher and student by using the *Progressive Dictation Exercises*, which are so graded that they can be used right along progressively with the lessons of the *Amanuensis*. These exercises, like the sentence-exercises and the business letters in the *Amanuensis* itself, are built up of only such words and phrases as the student is able to write with perfect completeness and correctness at the particular stage of his progress at which each is designed to be used. For instance, Exercise LIII of the *Amanuensis* (or Exercise VII of the *Progressive Dictation Exercises*) is susceptible of as perfect and complete execution by a student who has gone only as far as Lesson XXII of the *Amanuensis* as by the student who has finished the book, or by one who has done a year's practical work in a business office. In other words, the student who has mastered Lesson XXII and the preceding lessons of the *Amanuensis* has *nothing more to learn* in order to fit him to write Exercise LIII in the best possible way in which it can be written even by the wholly-trained and fin-

isht amanuensis. There is, therefore, no reason why he should not be drilled to write this exercise from dictation *at once*, and there is none why he should not be reviewed on it from day to day (while he is continuing the study of the new principles all the way through the text-book) until he can write it *rapidly*. And the ability to write these repetition exercises rapidly will develop in a surprisingly short time. Long before the student has finished the text-book he will be able to write the earlier exercises at rates of speed far in excess of one hundred words a minute.

The time necessary for finishing the book will vary, of course, with different pupils, according to mental development, aptitude, and industry. We have often seen students taken through the book in the manner outlined above, at the rate of a lesson a day, or in sixty school days. It is, in our judgment, better to make the course a longer one with the average pupil—say four or five months. By this time the text-book will be finished and the student will be able to write all the exercises in it at high speed—from one hundred and twenty to one hundred and thirty words a minute. At this point the books of *Business Letters* should be taken up. The student should first prepare the work by slow and careful writing, as before, and then write these letters repeatedly from dictation—slowly at first, but with constantly increasing speed. But it will not be necessary to repeat them nearly so often as was the case with the exercises of the text-book before high speed on each will be attained.

At the same time the *Business Letters* are taken up, the dictation

of selected matter that is entirely *new* to the student may be begun for a short time each day. This matter may be chosen by the teacher from any suitable book, magazine, or newspaper, and the proportion of this kind of matter may be rapidly increased until by the end of the six months' course the student will be able to write entirely new matter at a speed of from one hundred to one hundred and twenty-five words a minute, and then make faultless transcripts.

While all this is being done, it is, of course, understood that the student will be giving the necessary amount of time, from day to day, to his typewriting instruction and practise, and to such English instruction as it is usually necessary to give to the average shorthand student.

In the foregoing paragraphs we have constantly spoken of "the student" as if purely individual instruction and training were contemplated, but the plan applies equally to a class. This is especially true of the dictation, which can be given to groups of any size, just as readily as to a single student.

### DOTS AND DASHES.

**BENN PITMAN PHONOGRAPHY IN THE PHILIPPINES.**—The Philippine Education Publishing Company, 90 Escolta, Manila, P. I., has been appointed sole agent for the Orient of the publications of The Phonographic Institute Company, and through them schools and teachers of Benn Pitman Phonography in the Islands and the East Asian mainland may receive their supplies. *Philippine Education* is the title of an excellent monthly peri-

odical published by this company, which handles also a large assortment of the best educational texts published in the United States.

**THE ROMANCE OF THE WRITING-MACHINE.**—Under this title Frank H. Vizetelly tells the story, and tells it remarkably well, of the early efforts to invent a machine by which the hand might be relieved of the labor of the pen. Beginning with the device of Henry Mill, in the reign of "good Queen Anne," he describes, and illustrates with cuts, various devices—Burt, 1829; Pogrin, 1833; Bain, 1840; Taylor, 1844; Thurber, 1845; Vickers, 1846; Foucault, 1850; Beach, 1850; Eddy, 1850; Hughes, 1851; Wheatstone, 1855-56; Hall, 1861; Pratt, 1866—culminating in the noble invention of C. Latham Sholes (1867), which by 1873 had become the Remington typewriter.

**THE VOLUME OF COURT REPORTING IN NEW YORK CITY.**—On practically every court day of the year in the city of Greater New York there are about eighty-seven distinct stenographic records made of the proceedings, taking the various United States, state and city courts as a whole. A fair average record would be 100 folios an hour, and assuming that the average court day includes only four hours of testimony for the record, there would be a total of 3,480,000 words recorded. If to this is added a minimum estimate of the records made at hearings before referees and public committees and commissions, it will be seen that not less than 5,000,000 words are taken daily. At the average price of 30 cents a folio, and some of these transcripts foot up much more owing to the large

number of copies demanded, about \$15,000 a day is the expenditure for this work. Each day there are turned out about fifty volumes of 100,000 words each, or figuring the modern novel at an average of say 40,000 words, 125 volumes a day—a fair-sized library in a very short time.—*New York Sun*.

**THE EARLY HISTORY OF SHORTHAND.**—Answering the question of a reader who asked, "Is the invention of shorthand of very recent origin, and did the ancients know anything about it?" the *Boston Traveler* correctly gives the early history of the art in the following condensed form: "Shorthand was practised by the ancient Greeks and Romans, on account of its brevity and its secrecy; but all knowledge of the art was lost from the tenth to the sixteenth century, when Dr. Timothy Bright published his 'Characterie' (in 1587) and Peter Bales his 'Art of Brachygraphie' (in 1590), but the earliest system of any importance was that of John Willis, whose 'Arte of Stenographie' (1602) became very popular. William Mason was the best shorthand writer of the seventeenth century, and in 1767 appeared the 'Universal English Shorthand' of John Byrom, followed in 1786 by Samuel Taylor's 'Stenography,' the best of the A-B-C systems, used almost universally until Isaac Pitman gave his 'Phonography' to the world in 1837."

**LIKE AN ARABIAN TALE.**—For a man or woman with the ability to do a definite specific thing there never was in history the opportunity that exists today. This is particularly true in the case of those possessing a business education.

The stenographer, for example, has before him possibilities of promotion that seldom come to employees in any other capacity. Beginning at a comparatively small salary in a humble position, he quickly acquires a general knowledge of the business through his correspondence. He comes into intimate contact with the heads of departments and has an opportunity to use that knowledge in the advancement of the interest of the business and thereby secure promotion. The stories of men who have risen to positions of power and wealth through the medium of stenography reads like a tale from the "Arabian Nights." There is in St. Louis a proud father whose son but a few years ago was a stenographer at a salary of twelve or fifteen dollars a week, who is now at the head of the business in which he was a stenographer, drawing a salary of ten thousand dollars a year. Cortelyou, but a few years ago a stenographer in the postoffice department at Washington, has been successively chairman of the National Republican Committee, Secretary of Commerce and Labor, Postmaster-general, Secretary of the Treasury, and is now the head of one of the largest gas companies in the world at a salary of thirty thousand dollars a year. Shorthand made this career possible. Some of the most prominent business men and statesmen have reached their high positions of wealth and influence because of their having been competent stenographers and typewriters. Some of these men are Judge K. M. Landis, Charles Smith, president of the Westinghouse Company; Charles Hayes, president of the Southern Pacific Railroad Company; the late Secre-



tary of State, John Hay; ex-Postmaster-general Robt. J. Wynne, Samuel Galloway, president of the American Locomotive Company.—*St. Louis Star.*

### SCHOOLS AND TEACHERS.

WILMINGTON (DEL.) BUSINESS SCHOOL (W. H. Beacon, principal) has added a Benn Pitman shorthand department, the instruction being in charge of Colin C. Boden.

THE WEST SIDE HIGH SCHOOL, of Manitowoc, Wis., has just introduced a commercial course in charge of J. A. Book. The Benn Pitman system will be taught to the shorthand classes.

H. J. MEYER, formerly with the Red Wing (Minn.) Business College, and more recently principal of the commercial department of Alma (Mich.) College, has been appointed to a position in the commercial department of the high schools of Duluth, Minn.

LOUISE HANCOCK (certificated), formerly of the Louisiana Industrial Institute, Ruston, La., has been appointed to take charge of the shorthand department of the Lindsey-Wilson Commercial School, Columbia, Ky., for the coming school year.

BURDETT COLLEGE, of Boston, introduces the Benn Pitman system this fall, the *Phonographic Amanuensis* superseding the Dement Pitmanic text. This famous school with its splendid enrollment of shorthand and commercial students occupies the commodious building at 18 Boylston street, the shorthand and typewriting departments alone

requiring the services of over a dozen teachers.

J. CLARENCE HOWELL, who was last year in charge of the commercial work in the high school of Lemars, Iowa, will be in a similar position in the high school of Wichita, Kansas. Mr. Howell has personal charge of the instruction in Benn Pitman phonography.

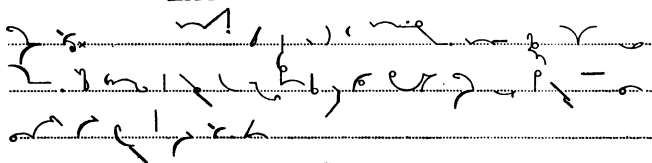
THE NATIONAL BUSINESS COLLEGE, of Roanoke, Va., has adopted the *Phonographic Amanuensis* as its shorthand text-book, displacing Dement Pitmanic. Stewart F. Benson, a certificated teacher of exceptional ability, and of wide experience, will be in charge of the work.

AMONG many schools that have recently introduced the Benn Pitman system are the following:

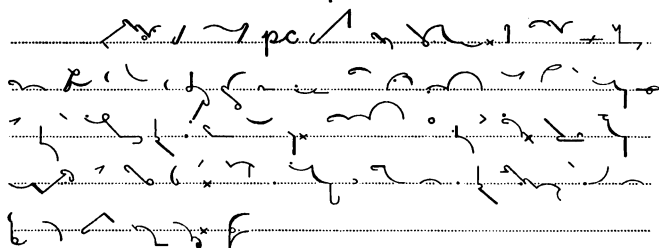
Woodbine Normal & Commercial College, Woodbine, Iowa; West Side High School, Manitowoc, Wis.; Beverly High School, Beverly, Mass.; Wilmington Business School, Wilmington, Del.; Crescent School of Stenography, New Orleans, La.; Burdett Business College, Boston, Mass.; National Business College, Roanoke, Va.; Cutter's School of Shorthand & Typewriting, Boston, Mass.; Seymour Business College, Seymour, Ind.; Defiance College, Defiance, Ohio; Dayton Business & Civil Service College, Dayton, Ohio; Indian Industrial School, Carlisle, Pa.; Young Men's Christian Association, Chattanooga, Tenn.; Mount St. Joseph School, Mt. St. Joseph, Hamilton Co., Ohio; Academy of the Holy Rosary, Chehalis, Wash.; Greenville Business College, Greenville, Ala.; Pennsylvania Industrial Reformatory, Huntingdon, Pa.; De La Salle Institute, Minneapolis, Minn.; Bridgeport Business College, Bridgeport, Conn.; Carleton Place Shorthand School, Carleton Place, Ont., Canada; St. Stephen's Academy, Buffalo, N. Y.; Spencerian Business College, Milwaukee, Wis.; Holy Family Convent, Manitowoc, Wis.; Memorial University, Mason City, Iowa; Oberlin Business College, Oberlin, Ohio.

[Learners' Department.]

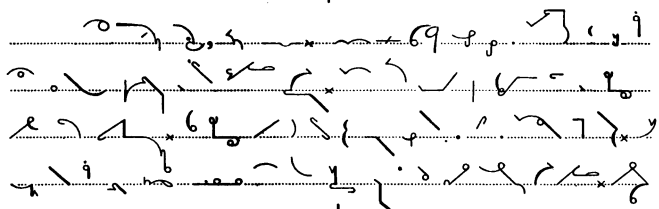
## LITTLE LETTERS.—Concluded.



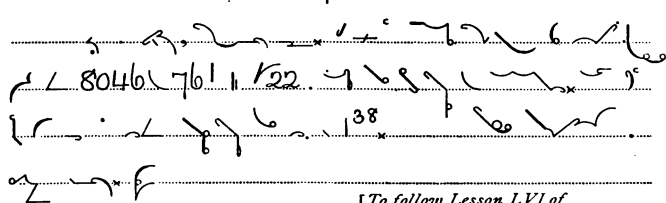
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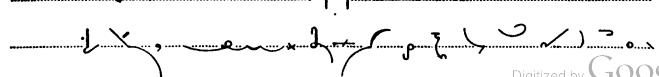


96



97

[To follow Lesson LVI of  
The Phonographic Amanuensis.]



— 1. 5 7 2 4 6 . — 7 3 5 2 4 6  
2. 5 7 2 4 6 . — 7 3 5 2 4 6  
9 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

— 1. 5 7 2 4 6 . — 7 3 5 2 4 6  
2. 5 7 2 4 6 . — 7 3 5 2 4 6  
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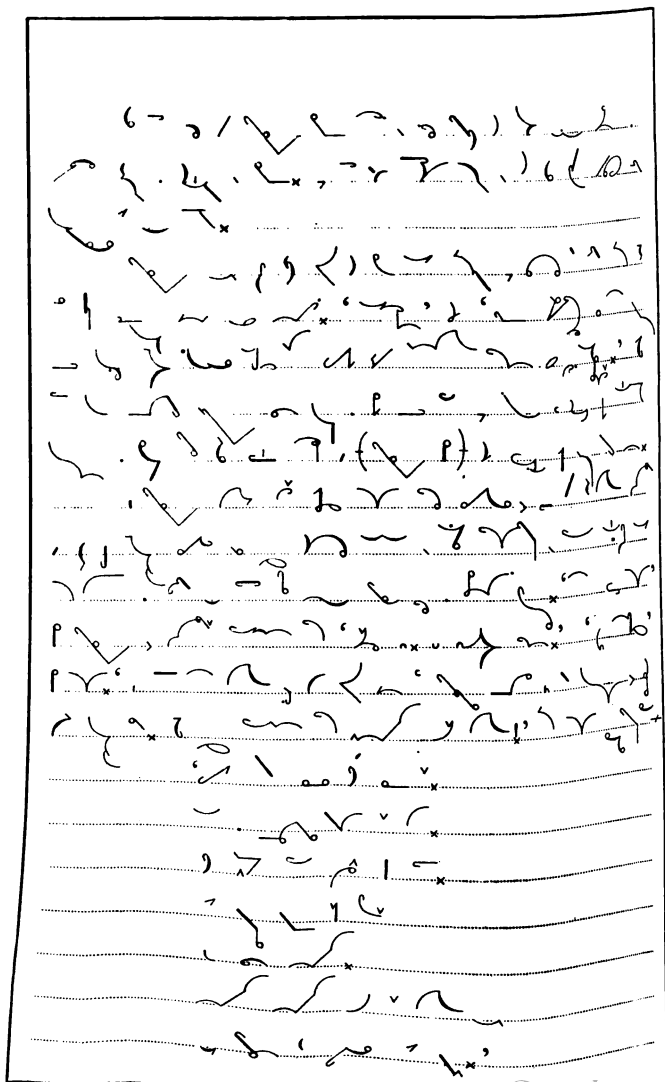
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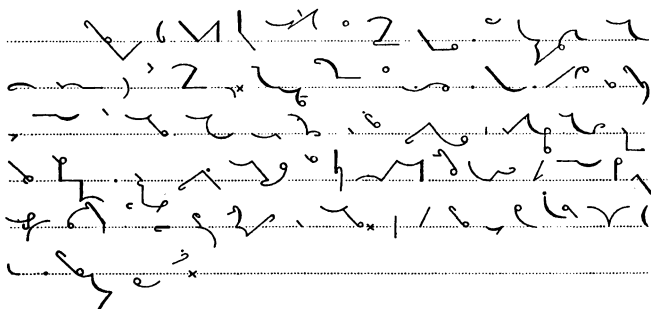
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[In the Amanuensis Style.]

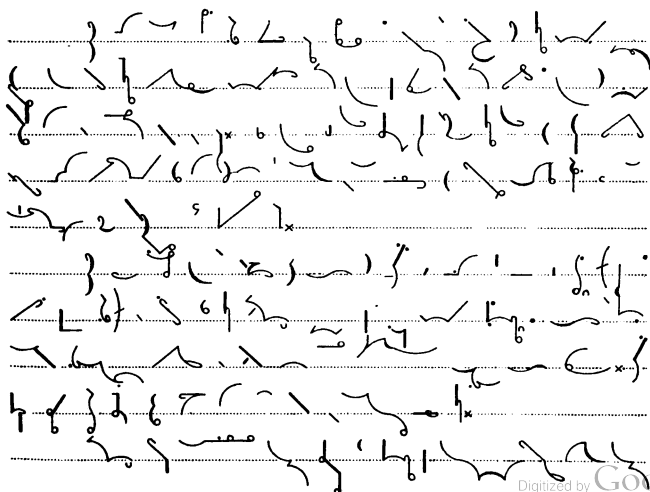
## THE TEMPEST. — Concluded.

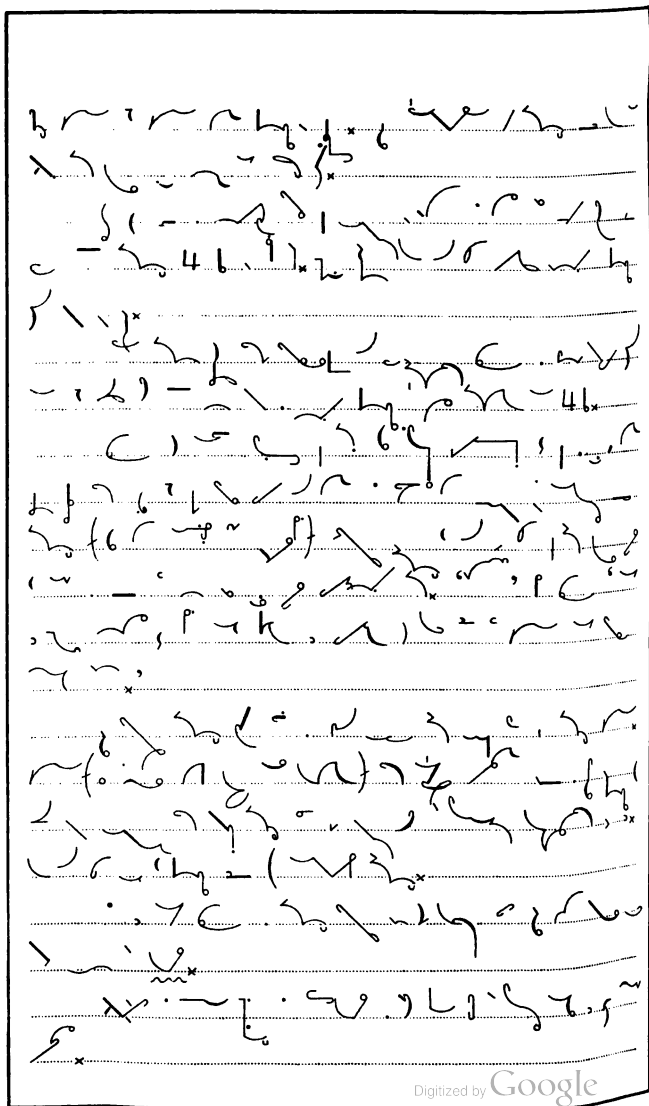
The first part of the page contains a series of musical notes and symbols, including a treble clef, a key signature of one sharp (F#), and a time signature of 4/4. The notes are written in a stylized, shorthand-like notation, with many accidentals (sharps, flats, naturals) and dynamic markings (p, f, mf, etc.). The notation is dense and fills the page, with some notes extending beyond the staff lines.





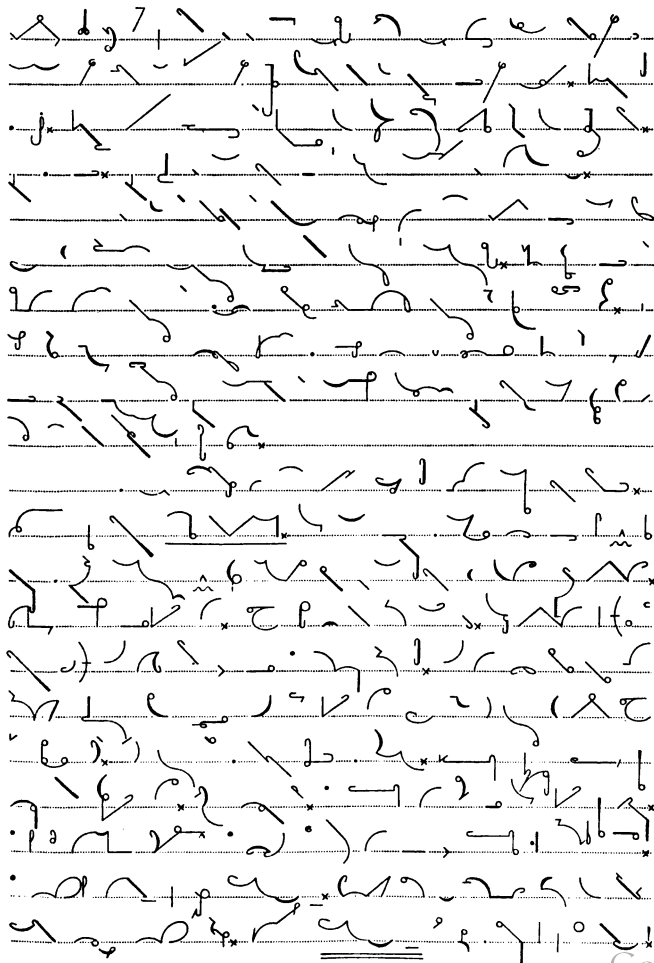
### A Midsummer Night's Dream.



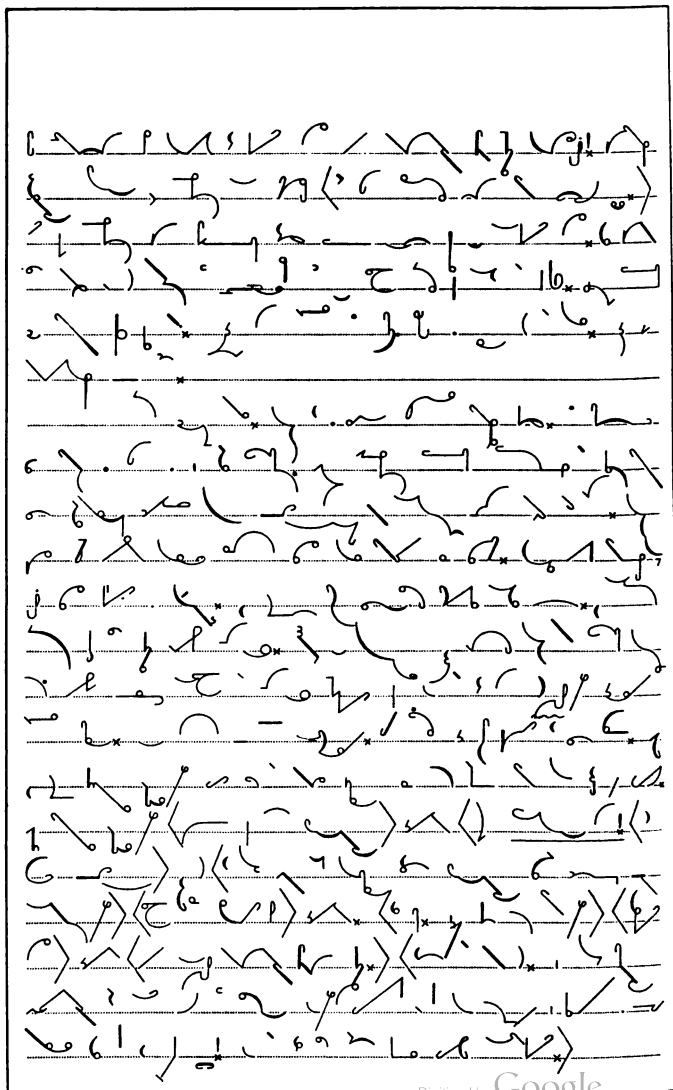


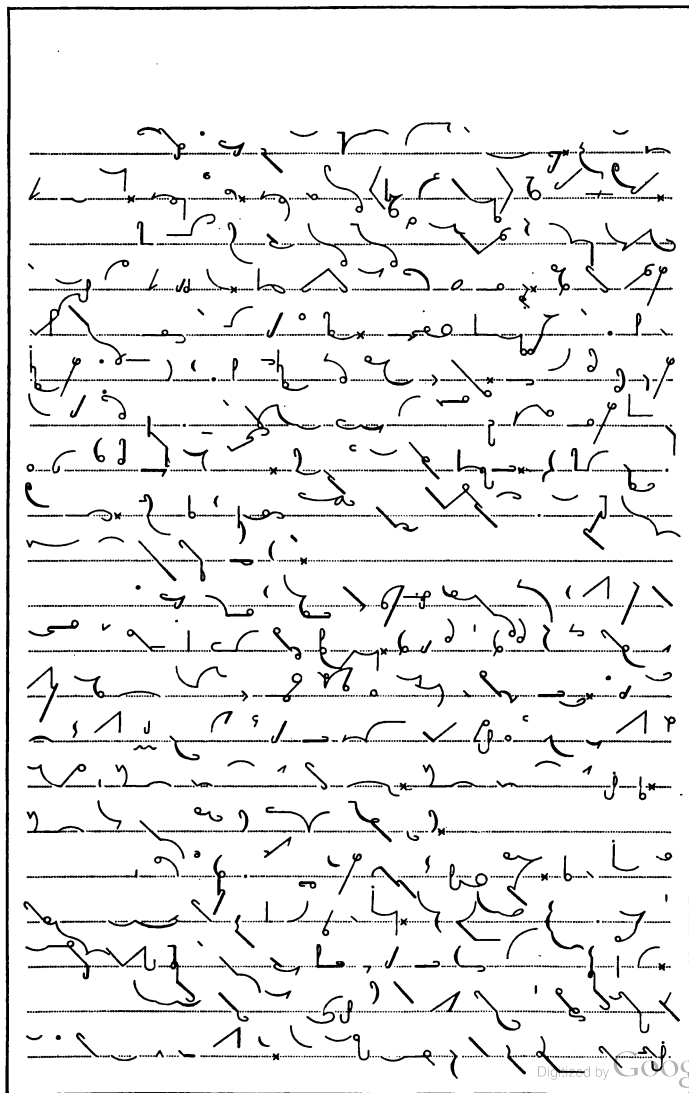
[In the Reporting Style.]

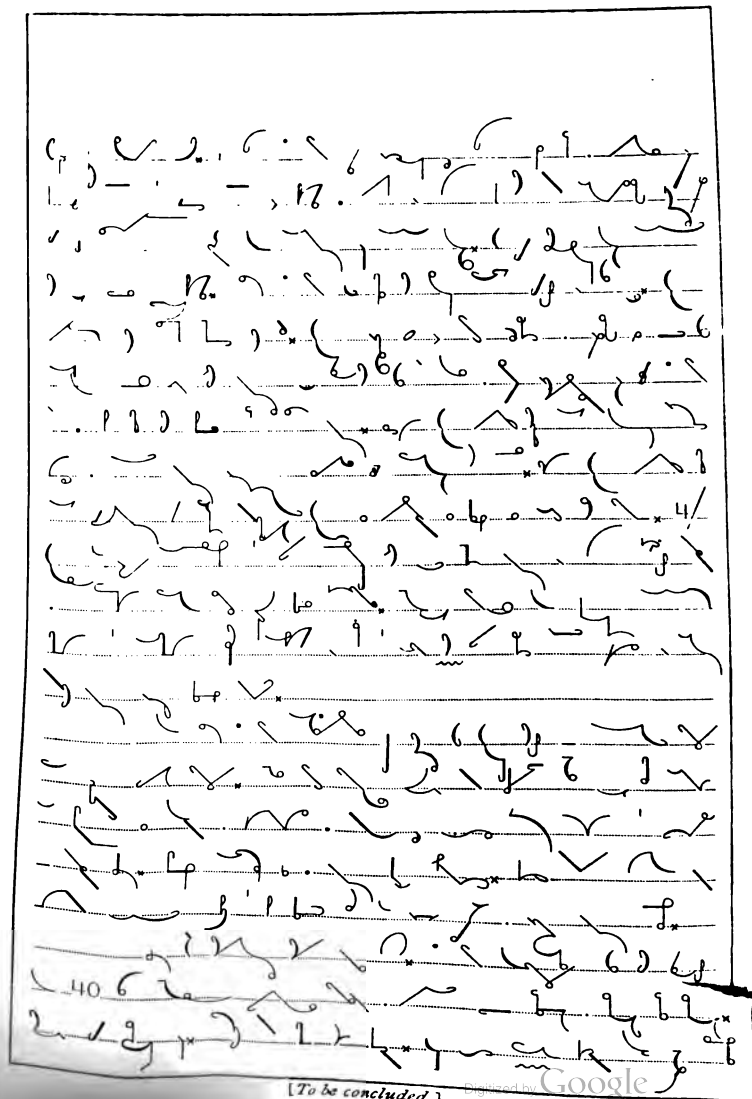
## WEBSTER'S REPLY TO HAYNE.—Continued.











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# THE PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

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{ Five Cents a copy.  
{ Fifty Cents a year.

E. S. VAN COURT.

A BIOGRAPHIC SKETCH.

Probably there is no teacher of phonography who has not many times been asked by very aged young people almost through their twenties, "Am I not too old to learn to write shorthand?" In such cases a negative answer is apt to be taken with a grain of salt by the ancient inquirers, under the influence of some suspicion that the teacher is trying to "fool" them.

There are, it need hardly be said here, innumerable instances of the successful mastery of phonography by learners who were in the third decade of their lives; but the number of those who have become professional reporters after getting their first introduction to phonography in the *fourth* decade of their lives is very much smaller. Indeed, Henry Ensign Rockwell,\* writing of himself in 1873, after stating that in the winter of 1849 he went to Washington as an official reporter of the United States Senate, ventures to say, "Perhaps no other instance can be found of a man becoming a successful shorthand writer after reaching the age of thirty-seven, as was done in this case." But John B. Carey,† one of Brooklyn's ablest court reporters,

learnt Phonography when he was near forty, and Richard Sutton,‡ the famous reporter of the United States Senate, did the same thing when he was forty-three. It is true that in the two cases last mentioned both men had been shorthand writers for many years previously, during which they used one of the old English stenographies. But this, perhaps, only made the difficulty the greater, for Mr. Carey has said his task of learning phonography was "vastly increased by the necessity of forgetting the other" shorthand that he had first used.

Be this as it may, it is undoubtedly true that the number of men who, after the age of thirty-seven, have attained to the degree of phonographic skill requisite for the performance of the duties of the professional shorthand reporter is a very small one. Especial interest, therefore, attaches to the account given by the subject of this article of his own experience in accomplishing this task. In response to an invitation to give the readers of the PHONOGRAPHIC MAGAZINE the benefit of some knowledge of how it was done, Mr. Van Court kindly writes as follows:

As I did not take up the study of shorthand until just twenty-five days before I was thirty-seven years old, it will, perhaps, be advisable to give a short sketch of my earlier career, to lead up to the peculiar circumstance which caused me to take up the study of shorthand.

\* For portrait and biographic sketch, see the PHONOGRAPHIC MAGAZINE, for April, 1900, page 106.

† For portrait and biographic sketch, see the PHONOGRAPHIC MAGAZINE, October, 1892, page 409.

‡ For portrait and biographic sketch see the PHONOGRAPHIC MAGAZINE, September 1, 1897, page 270.

I was born on a Mexican cattle ranch thirty-five miles south of the city of San Francisco, on the 25th of October, 1856, of pioneer parents, who came to California from the state of New Jersey, my father in 1853, and my mother in 1855. I lived in the Santa Clara valley until I was eight years of age, when my people moved to San Francisco, where I attended the public schools until I had finished two years in the high school. I then left school and went into commercial life. I was extremely fond of all kinds of athletic sports, baseball in particular, and the hum-drum life of a clerk in a commercial institution became so irksome that I quit



E. S. Van Court.

and became a professional baseball umpire, serving the California League in that capacity during the seasons of 1883, 1885, 1886, 1887, and 1889, and the National or "Big" League in 1884. During the season of 1888 I was financial agent for Senator Hearst racing stable. I became rather tired of traveling around the country and found a position as collector and superintendent of the Reliance Athletic Club of Oakland, California, which position I occupied for a number of years. About that time I began to realize that I had n't done much for myself in the way of preparing for the future, although I had had a fine time and a world of excitement during those years of heedless disregard for what a man ought to do for himself to leave his mark on the period of time in which he has lived. I remember very vividly my thoughts on the afternoon of September 25, 1893. I had been over in San Francisco all day, collecting dues from the club members in a rainstorm, and I was wet, and hungry (I had n't had time to eat my lunch), and somewhat disgusted with myself for hav-

ing wasted so many valuable years in pursuits which had not done me much good financially or otherwise. I returned to Oakland late in the afternoon, and on my way up Broadway, while walking along in deep thought wondering what I could do thus late in life to make up for lost time. I spied in a puddle of muddy water an advertising card, printed side down. Some impulse, I never could tell what, caused me to stoop down and pick that card up. It was covered with mud, which I scraped off so that I could read it. It turned out to be a card advertising the opening of a shorthand school by Philo T. Daniels, who taught the Benn Pitman system. I instantly resolved to take up the study of shorthand and become a shorthand reporter, although little did I realize the job I was tackling at that particular time. Inside of five minutes I was in Mr. Daniels's office and had made arrangements to begin on the 1st of October, which was five days away. I found it rather difficult to get the one hour a day Mr. Daniels demanded I should put in in his class-room, as I was also working during the evening as a door-keeper in the principal theater of Oakland. On the 1st of October, 1893, I started in my studies, and I put in every minute of time outside of the class-room as well as in it. I had my book in my hand always, whether I was on the street, or in a street-car, or on the boat going over to San Francisco, or working in the evening at the theater door. When I got along to the time when I could write a little. I used to get some practise *trying* to take down what the people on the theater stage were saying.

In all my speed practise it was not what I could average per minute for a few minutes, but what I could average per minute for an hour, or an hour and a half steady writing, which I wanted to know. I practised on the speeches of Daniel Webster and many other famous orators, and secured a printed report of the evidence of the Laura D. Faire trial, which lasted three months in the criminal courts of San Francisco, and wrote that through eight times. I kept up my speed practise for two years after I became a professional reporter.

I adopted one method in my practise which I think it would be well for any beginner to take note of, and that is this. I always had my reader dictate to me at a speed just a little faster than I could write and make perfect notes; that is to say, I always had to write at such a pace that, to get it, I had to distort my notes so that when the reading time came I became in that way thoroughly familiar with all the habits and peculiarities of

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 10) 6241' ~ 77.7/10 ~ 4.1 1/2 1/2 1/2 1/2

my hand at high speed, and now never have any trouble reading my notes, no matter how much I distort them, so long as I can get them on the paper. I always read everything I wrote, as I found it took a much greater amount of practise to learn to read phonography easily than to write it. At top speed it was almost impossible for me to make a straight or shaded line or think much of position, but, thanks to my early method of speed practise, it seems impossible for me to distort any character I can get on the paper at all in such a way that I can't read it.

In my daily work I am at times forced up to a speed where I have to get it when the witness is talking faster than I can write. That is a trick of the trade which would be hard to explain to a greenhorn, but I go at it in about the following manner: When it comes too fast for me to write it all as it falls from the lips of the witness, I keep right on without stopping, getting down the nouns, verbs and adjectives, until the witness stops to breathe, or there comes a lull in the proceedings, when I go back and dash a few strokes here and there into the skeleton which will give me the key when I come to read it. If that does not carry me over the rocky part of the road, and I am driven to the last ditch, I reduce it to narrative form, or paraphrase it, although I seldom do that unless I am thoroughly cornered, and then, at last, if it comes so fast that I begin to fear even my memory will not help me any in getting away with the job, I fire at the witness some such question as "What is that?" "What did you say?" or "Let me see if I have got this right?" or any old port in the storm of words when it is coming so disgustingly speedy that life becomes a burden.

Seven months and three days after I began the study of shorthand I was prest into service one day as a substitute in Judge Cliff's court, in a criminal case, and got away with the job, although luckily I did n't have to make a transcript. In fifteen months I went to work as a professional, reporting the evidence in coroner's inquests and the felony examinations in the police court of Oakland.

During the first four years of my work I was doing both the coroner's and the police-court work. In 1898 I obtained leave of absence to report the proceedings of the investigation by a committee of the California senate of all the public institutions of the state. I have been working steadily here in the courts of Oakland since the 1st of May, 1895, the only break being during the time of the

legal holidays that were declared by Governor Pardee following the great earthquake and fire that destroyed the city of San Francisco. On the morning of the earthquake the governor came to Oakland and made his headquarters for the next eleven days and nights in the mayor's office in the City Hall, and, being the only reporter handy at the moment, I was prest into service by the governor as his amanuensis, this being the only work of that nature I ever performed.

I was told when I first started the study of shorthand that, being thirty-seven years of age, I was too old to acquire enough speed to become a good reporter, which statement, coming from a prominent shorthand reporter in the community, rather put me on my mettle and aroused in me a desire to puncture his theory that a man at thirty-seven years of age was too much of an antiquated ruin, either physically or mentally, to become proficient in an art in which others had acquired a high degree of skill. I was sure of myself in two ways. (1) I was naturally a very rapid penman. (2) Although I had spent many years of my life in the pursuit of amusement and dollars in lines of endeavor about which there is nothing taught in Sunday-school, I had never used tobacco or liquor, or even coffee or tea. Therefore I felt that my brain was as clear and in as good condition for the reception of anything in the way of knowledge that I took a notion to acquire as when I was a boy.

The specimen of my notes is from actual work I did a few days ago in the police court.

On another page will be found a facsimile reproduction of Mr. Van Court's notes, and a key to them, which will hardly be needed by many of our readers, is given below. Note the use of the intersecting principle of abbreviation in the expression of the phrases "hope of reward," "immunity from punishment," and "force or violence," phrases which, it may safely be assumed, are of peculiar frequency in the proceedings of the court of which Mr. Van Court is the reporter.

#### KEY.

Q. At either of those conversations, did you or any one in your presence or hearing, tell him—that is, tell the defendant—

it would be better for him if he did make a statement concerning the facts in this case, or worse for him if he did not do so? A. We did not.

Q. At either of these conversations, did you or any one in your hearing hold out to him any hope of reward or immunity from punishment if he would make a statement concerning the facts in this case? A. We did not.

Q. At either of these conversations, did you use any force or violence, intimidation or coercion to compel him to make a statement? A. We did not.

Q. Were all the statements made by the defendant at that time free and voluntary on his part? A. They were.

Q. Just state the conversations, please, as near as you can remember them, beginning with the first one, stating all he said in that conversation first. A. I askt the defendant what his name was. He said his name was Ernest Stelter. I askt him if he had entered the dwelling of Mrs. Madden and taken therefrom a purse containing eighty dollars belonging to Willie Mitchell. He at first denied knowing anything about the taking of the money, and then, later, said he had entered the house of Mrs. Madden, and would tell us all about it. He said he broke into the back door of the house and went into the kitchen.

## ANNUAL CONVENTION OF THE CHARTERED STENOGRAPHERS' ASSOCIATION.

The annual convention was held in the Normal School, Toronto, on Tuesday, August 31, 1909.

Among the members and guests present were Messrs. Buskard, Butcher, Tyson, E. E. Horton, Nield, Perry, Clarkson James, Dunlop, of Montreal, Angus, Berryman, Jones, Elvin Bengough, Seon, Stonehouse, Miss Tribe, of Guelph, Miss Sadleir, of Hamilton, Miss Buskard, of Brantford, Miss Willis, Miss Bailey, Mr. and Mrs. Reginald Butcher, and Mr. and Mrs. Breckell. There were also some distinguisht visitors from the United States, among whom were Colonel Demming, of Harrisburg; George McBride, Philadelphia; Mr. Bowman, representing the Pennsylvania Association;

D. O'Keefe, Brooklyn; and Mr. Keyes, of New York.

The early part of the meeting was of a business character, the minutes of the last meeting being read and adopted, and reports received from chairmen of committees.

Mr. Nield, in presenting the report of the special committee on tariff, outlined the action of his committee appointed to interview the government and the attorney-general, and on motion of Mr. Perry, seconded by Mr. Stonehouse, the committee was continued for another year.

On account of the president's unavoidable absence from the city his address was read by Elven Bengough. The paper dealt at considerable length with matters of interest to the association, and as it was thought in justice to the paper considerable time should be devoted to its consideration, it was decided to set apart an evening some time in the near future when it could be discust in detail.

The following officers were elected: President, John Buskard; vice-president, F. Berryman; secretary, R. S. Stonehouse; treasurer, E. P. Seon; members of council, Miss Sadleir, Mr. Berryman, and T. Bengough. These, with Messrs. Butcher, Nield, and Clewlo, now compose the council of nine.

On motion of H. J. Emerson, seconded by W. W. Perry, the visitors to the association from the United States were elected honorary members of the Ontario association, and suitable speeches in recognition were made, evoking the hearty applause of the members.

Mr. McBride, who had recently come from the National convention, at Lake George, in responding to

the motion, spoke of the progress of the National association and referred to President Detweiler's expression in his presidential address in favor of closer relations with the Canadian reporters. He referred to the invitation presented by this Association and the letter of the mayor of the city of Toronto inviting the National Association to meet here next year, and stated that there was a strong feeling in favor of coming to Toronto, but it was felt that the Middle West should have next year's convention on account of the legislation they were trying to get, which was so much needed in that section of the country. One of the last things, Mr. McBride added, that Mr. Detweiler had said to him was, "Nothing would have pleased me better than to be with the Canadian reporters and have a good palaver. He added there was a good prospect that the convention would visit Toronto in the year 1911. The meeting adjourned at twelve o'clock in order to give ample time for Mr. Emerson's luncheon to the American visitors at the Royal Canadian Yacht Club, on Toronto Island.

At the afternoon session Alderman Keeler, on behalf of the reception committee of the city of Toronto, tendered to the convention and to the American visitors hearty greetings on behalf of the city. The visitors were welcomed also by President Buskard, and in responding Colonel Denning recalled the pleasant times the old International Association had in Toronto in 1885, and the warmth of the welcome at that time was such that the feeling of the American reporters was very strongly in favor of revisiting Toronto. Mr. O'Keefe, of Brooklyn, New York, Mr. Keyes, Mr. Dunlop, and Mr. McBride also spoke.

Mr. Dunlop referred to the short-hand convention held in Toronto on August 13, 1888, when the first writing-machine contest in the world was held within these walls. Two of the members of the committee, he said, who had conducted that contest, were present, and another was in the city. That contest originated in the belief that not above fifty or sixty words a minute could be accurately written, and it was to demonstrate what could be accomplished on a typewriter that the contest was held, and Mr. Dunlop thought that perhaps under strictly the same conditions not very much variation would be found in the speed today.

The hospitality of the city was then enjoyed by a drive ending at the grounds of the Canadian National Exhibition, where the members and visitors were dined by the directors of the Exhibition, and afterwards attended the evening performance and fireworks as guests of the city.

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### THE MORSE BUSINESS COLLEGE.

One of the eminently successful commercial schools teaching Benn Pitman Phonography is the Morse Business College, of Hartford, Conn. The school has a life history of nearly half a century, having been founded in 1860 as the Bryant and Stratton College, of Hartford. After several changes of management it past into the hands of its present owner, E. H. Morse, under whose administration of its affairs it has prospered as never before, and it has taken place in the first rank of American commercial schools.

Four years ago it became necessary to house the school in larger



SECTION OF SHORTHAND DEPARTMENT, MORSE BUSINESS COLLEGE, HARTFORD, CONN.



quarters than those previously occupied, and ideal school rooms were fitted up in the new and modern Catlin building. No expense was spared in the equipment, which is of the best quality and latest design.

Mr. Morse heads the teaching force as principal of the school, a duty for which he is peculiarly fitted by many years of experience as a successful teacher of commercial branches.

The work of the shorthand department (a section of which is shown on the opposite page) has been conspicuously successful inasmuch that not only are its graduates known in a multitude of commercial houses of Hartford and other New England cities and towns, but a goodly group of them are now engaged as teachers in other schools.

### BUSINESS-SCHOOL ADVERTISING.

BY S. ROLAND HALL (CERTIFICATED TEACHER), SCRANTON, PA.

"We will teach you modern business methods," says the business school to the rising generation. It is therefore clearly to the interest of the business school to impress the public with the fact that it is keeping pace with the progress in all branches of business science.

The fact is, however, that most of the business-school advertising in newspapers and street-cars is poor, does not compare favorably with the best advertising done for other lines of business, and is likely to create the subtle impression that the school behind the advertisement does *not* teach modern business methods.

I have been a close observer of business-school advertising for ten

years, and though I know that there are a few schools that issue an attractive, convincing prospectus or booklet I could count on my ten fingers the schools whose newspa-



### That's the Question Employers Ask

There's no demand for the boy or young man "willing to do almost anything." Busy employers have no time nowadays to spend in teaching. They expect the applicant to be a good stenographer or bookkeeper, to understand banking, to write a good hand, to be able to calculate rapidly. We can give you this training quickly and thoroughly in either our day or our evening classes. Patient, expert teachers and personal attention. Call and let us explain how we can qualify you for a good position and help you to get it.

**BLANK SCHOOL, Foster Bldg.**

per, car, and other periodical advertising impresses me as being effective.

This is a bold statement, but I make it as one who has devoted nearly eight years to the work of

preparing and selling business instruction. For several years my time was given wholly to the work of preparing advertising matter designed to sell courses, and as the matter I prepared was used in the sale of many thousands of courses, I have had unusual opportunity to discover what is effective as well as what is ineffective in this special branch of advertising.

## Money-Earning Education

the kind that employers are willing to pay well for—that's the kind we give young men and women. Finely equipped departments that make modern office methods clear. Patient, expert teachers. Call and let us advise you.

**THE BLANK SCHOOL**  
Foster Bldg.

There are two reasons, I think, for the general poor quality of business-school advertising. In the first place, business-school proprietors seem to have given little attention to the subject of advertising. Many of them probably do not look on advertising as a business science. Then, most of the advertising matter offered business schools by outsiders is prepared by those who have given little attention to the school business.

I have known cases where schools have had ten calls a week from

prominent employers for their graduates—one of the most substantial proofs of efficiency and standing—and yet these schools have gone on with their hackneyed, unconvincing claims. A recent advertisement is before me: "The Blank School is the best. In what way is it the best? In every way." What logic! I happen to know that this school has introduced the use of the adding-machine and has an excellent exhibit of modern filing systems. Why not advertise some of these specific features? *Facts* are believed usually on plain statement. A general *claim* calls for an unusual amount of confidence on the part of the public.

The month of September gave birth to many business-school advertisements that were laughable to advertising folk—page announcements claiming that such and such a school is biggest and best, with no reason for such bigness or bestness and without apparent realization of the fact that the big idea is not really a strong one, after all; advertisements with matter set all around in different directions, after the fashion of years ago; reading notices that were the most palpable sort of puffs. These methods have been abandoned by the best advertisers.

Now for a little constructive criticism:

When you are preparing advertising matter, try to imagine that right across the desk from you is a typical prospective pupil. That prospective pupil must be impressed with two things; first, that it is really worth while to have a business education—that he needs it; second, that your school is the best one for him to attend.

My experience teaches me that the first point is the more impor-

tant one to make when the advertising matter is to be published in newspapers, cars, programs, etc. Thousands and thousands of young men and young women have not been brought to a vivid realization of the truth that they are living on low salaries or engaged in uncon-

have succeeded by this kind of advertising, have gone right into the fields of the business schools, and, by setting forth the *attractive facts*, have secured a great deal of business that the resident schools could just as well have had. It is idle for resident schools to criticize the cor-

## Trained Help Wanted

**WANTED**—Young woman; one understanding bookkeeping thoroughly; must be good penman, highest references required; answer in own handwriting. Churchill, Herald Downtown.

**STENOGRAPHER**, bright, educated young man, wanted; must be willing to help in all departments; good chance to advance; excellent penmanship necessary. Call Monday, M. S. Mork & Co., 11 Washington Place.

**STENOGRAPHER and bookkeeper**, rapid advancement to night party. Call 9 30 A. M. Monday, Metropolitan Tartar Co., 178 Washington St.

### Let Us Train YOU

When you look through the "Help Wanted" columns you don't see any advertisements for the young man who says he "can do almost anything." The calls are for trained help—bookkeepers, stenographers, or other assistants thoroughly trained in modern business methods—those able to do some one thing well. Face this law of supply and demand. Instead of bewailing your "lack of chance," prepare yourself to take advantage of the opportunities that are never lacking for the young man or young woman well qualified for a business position. A short time in our thorough day or evening classes will put you where you'll earn a good salary and have the chance to climb higher. Call, write or telephone for further information gladly given free of charge or obligation.

**THE BLANK SCHOOL, Foster Bldg.**

**BOOKKEEPER** Wanted—Man of good reference wanted in a large insurance corporation; state salary expected, married or single; inquiries will be considered confidential. Answer Insurance, 100 H

**STENOGRAPHER**; young lady, Remington operator; must be accurate, rapid, and come well recommended; state age, experience, reference, and salary expected. M. H., 503 Herald Downtown.

**BOOKKEEPER**; one understanding double entry; stenographer preferred. The Regal Steno Co., 820 Broadway.

genial work simply because they have not been trained for the kind of work that employers are willing to pay well for. Many of them know this thing in a hazy sort of way, but business schools don't seem to see the good results that come from bringing the truth sharply to the attention of such people. The correspondence schools

residence schools. The correspondence schools have disadvantages to overcome, but the best of them have done some wonderful things. Their courses compare favorably with anything resident schools can produce, and in advertising they are a long way ahead.

How many people out of touch with shorthand matters know that

the employment bureau of just one typewriter company has calls for more than 40,000 stenographers a year? How many people of this class know that the call for young men stenographers is constant, notwithstanding the popular idea that the "business is over run with women"? How many know that the government for years has had difficulty in getting enough young men for its needs, though it pays anywhere from eight hundred dollars to twelve hundred dollars a year at appointment?

It is possible to hammer on these "business - education - worth - while" ideas in a hundred different ways, and at the same time not neglect the secondary idea that the Blank School is the place to get the training—that it is glad to advise interested people free of all obligation, etc. Occasionally a good advertisement setting forth the particular features of the school is advisable, but it is best to refrain from direct or indirect attacks on competitors.

Many schools waste enough in the uninteresting, general-claim sort of advertising to do some effective work. It is not necessary to use a great deal of space. The exhibits herewith illustrate the possibilities.

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## EDITORIAL.

### THE EMBLEM.

Several good designs for the Benn Pitman button or pin have been received this month from Arthur T. Moore, San Quentin, Cal., and John P. Gallagher, Ottumwa, Iowa. There remain now less than three months before the competition closes. Benn Pitman phonographers should put on their thinking

caps *now* and send in their sketches before it is too late. The sender of the accepted design will receive ten dollars as a prize and the first pin or button given out.

### THE TRUE STANDARD FOR SPEED CONTESTS.

The position taken by Theodore C. Rose in regard to speed contests (see last number of the *MAGAZINE*, page 229) is the true one. We would rather be able to write 175 words a minute and produce an absolutely faultless report than two hundred words a minute, or three hundred words a minute, or nine hundred words a minute, and show a transcript peppered full of holes.

### AS TO STANDARDIZATION.

The editor of *The Budget* complains that in what we had to say in our July issue "As to Standards" we "miss, or at least do not meet, the one important fact dominating the entire proposition" as to the standardization of shorthand, "and that is, as he (we) admits, that the perfect system of phonography has not yet been invented."

Just what the editor of *The Budget* means when he says that we *miss*, or at least do not *meet*, the very point that he declares we *admit*, seems a trifle hard to grasp. He goes on to say: "Until this [the invention of a perfect system of shorthand] has been accomplished, we repeat that any hope for the acceptance of one standard of short-

hand in this country is an idle, iridescent, translucent, ephemeral, will-o'-the-wisp dream."

The editor of *The Budget* would evidently like to take our statement—

Of course it is within the range of possibilities that some day a happy inventive genius may discover a stenographic method so far superior to Pitman Phonography as to make it a system worthy of general acceptance; and then Pitman will have to go—

as being an admission on our part that Pitman Phonography is so lame and defective that it is not fit for acceptance as the standard of the shorthand writers of today. But no amount of logic-chopping can convict us of any such admission.

Pitman Phonography is so far superior to all other systems of shorthand heretofore invented for the representation of the English language, and the chances of any better system coming into the world within the times of men now living are so exceedingly remote, as to make the thought of any other existing system taking its place as the standard of American usage a piece of mere moonshine absurdity. While it is indeed conceivable that a system superior to Pitman Phonography may yet come into the world, the Pitman system is today, according to the measure of human perfection, a perfect system.

Standardization is not the apotheosis of philosophical Perfection. If

it were we should have no standards to-day in any human institution; for human ideas and human works are all imperfect. We buy and sell in the world of commerce by standards of value, measure, weight, and quality that are confessedly imperfect when considered in the light of the highest conceptions of arithmetic completeness. We communicate our ideas through the use of standards of writing, spelling, typography, telegraphy that are unquestionably defective in certain theoretical respects. Nevertheless by convention they are accepted as working standards, and they are for all practical purposes perfect standards, and the world is incalculably benefited by adopting and holding to them. In the advance of civilization old standards have repeatedly given place to new standards, and it is idle and childish to hold that no standard shall exist until ideally-perfect ones can be devised, tested, and adopted. If, before adopting *any* standards, the world had waited for the ideally-perfect standards for weights, measures, arithmetical notation, railway-building, type sizes, and all the thousands of other principles and processes in the arts, crafts, and sciences that have been reduced to conventional uniformity, we should have no standards whatever today, and we should be today a horde of half-naked barbarians.

Standardization means mutual un-

derstanding, reciprocal action, co-operation, exchange of definite values, interchange of definite ideas; and the only reason why shorthand is not playing as high and as useful a part as it is by its inherent nature fitted to play in the furtherance of these important ends, is simply because it has not yet been fully standardized. There are still too many partly-recognized standards. The schools that teach shorthand do not yet all supply, and their patrons do not yet all demand, uniform instruction in a single form of shorthand, as they give and demand a uniform method of arithmetical notation. It is still in shorthand as it would be in arithmetic if most students were taught to perform the ordinary arithmetical calculations by the use of the Arabic digits, but *some* of them were taught to perform these same calculations as best they might by means of the Roman notation.

But the day is rapidly coming when shorthand uniformity will be attained through the adoption of a uniform standard system. The handwriting (in Benn Pitman Phonography) is on the wall.

## ANSWERS TO CORRESPONDENTS.

### OIL AND WATER.

B. B. H.—The Pitmanic idea and the Duployan idea will not mix in any practical way. We do not believe that any effort to fuse Pitman with Gregg, as attempted by

Mosher, or Pitman with Cross, as attempted by Chartier, will ever produce any fruitful results.

Many years ago Lindsley tried to graft the connective-vowel idea upon Pitman, and the resulting "system" was vigorously pushed for a while; but it died a failure, and is today out of print. Other attempts of a similar kind made in different ways by Bishop and by Gilbert met with a similar fate. Their very names are not known to present-day shorthand writers.

If the experience of the past is worth anything at all it is a clearly-proved proposition that the Pitmanic idea and the joined-vowel idea are as oil and water, and no successful mixture can be made of them.

### HOW TO DIVIDE THE TIME IN A TWO-YEAR HIGH-SCHOOL COURSE IN PHONOGRAPHY.

M. S.—As to the division of the time allowed to shorthand in a high-school course of two years, we would advise that you devote the first year's work to the mastery of the system as set forth in the *Phonographic Amanuensis*, using the exercises in that book and in the *Progressive Dictation Exercises* as your chief means of doing this. The second year may then be devoted to review of the text-book, but more especially to practical training in the duties of the office stenographer. This will be best accomplished through the use of the series of *Business Letters* Nos. 1 to 5, and the little book of *Legal Forms*. You will also find a constant supply of suitable matter coming out from month to month in the *PHONOGRAPHIC MAGAZINE*. The article printed in the *MAGAZINE* for last January on "How to Use Books Printed in Phonography" will also

give you some suggestions which can be worked out to the great advantage of your students. While it is desirable to give learners a good deal of work on business letters, etc., so as to fit them for the kind of work that they will have to do in business offices, it is also advisable not to get into the rut of writing nothing but business letters, but rather to enlarge the student's general vocabulary by the methods suggested in the article referred to.

#### SPEED CONTESTS AND SYSTEMS OF SHORTHAND.

E. L.—Nothing of importance bearing on the comparative excellence of shorthand systems is to be gained by the study of the "records" made by participants in speed contests. There is a "personal equation" that must be eliminated before any just conclusion can be reached with regard to the systems. A talented writer may do wonders with an inferior system. Unless this factor of personal capacity in the writers can be equalized by some species of measurement and reckoning, it is folly to talk of speed contests determining the best system. They determine primarily "the best man." They are sporting events pure and simple.

#### ANNOUNCEMENTS.

EASTERN COMMERCIAL TEACHERS' ASSOCIATION.—ARRANGEMENTS WITH TYPEWRITER MANUFACTURING COMPANIES.

The executive committee of the Eastern Commercial Teachers' Association has made special arrangements with the Remington, L. C. Smith, Smith Premier, and Underwood typewriter companies by which a uniform low price will be

granted to all members of the association who are school proprietors, irrespective of the number of machines ordered or used. The members of the association can receive information regarding this proposition from the president or any member of the executive committee.

EDWARD H. ELDRIDGE,  
*Secretary Executive Committee.*  
SIMMONS COLLEGE,  
BOSTON.

#### NATIONAL COMMERCIAL TEACHERS' FEDERATION.—INVITATION OF LOUISVILLE TEACHERS.

The commercial teachers of Louisville are planning to greet the largest attendance that has ever assembled at any meeting of the Commercial Teachers' Federation, and they are preparing to entertain their visitors in a way that they have never been entertained before. The Louisville teachers are determined to prove to the visiting teachers from north, south, east, and west that Kentucky hospitality is not a myth, but a living, joy-producing fact. It will be the effort of the Louisville teachers to show their visitors such a good time during the three convention days that they will ever cherish a fond remembrance of the "old Kentucky home."

The old Kentucky Dinner to be tendered the members of the Federation will be something unique in the banquet line. The inner man will be feasted to his heart's content, and the program of toasts, entertainment, plantation melodies, and other good things will put everybody in a good humor to begin his labors in 1910.

The commercial teacher who misses this meeting will miss the three best days of the year. He

will miss the opportunity of getting the cobwebs swept out of his attic. He will miss the opportunity of getting a quantity of inspiration and enthusiasm that will mean better work and a bigger business for him the coming year. He will miss the rare privilege of three days' fraternal and social intercourse with his fellow teachers from all sections of the country, which in itself will amply repay him for all his expenditure of money and time in attending the meeting.

The Louisville teachers extend a personal invitation to every commercial teacher in the country to come and make merry with them for three days next Holiday week.

F. M. VAN ANTWERP,  
*Secretary Executive Committee.*

## DOTS AND DASHES.

**TEMPORARY SUCCESSOR TO W. H. GLEAZEN.**—The announcement is made by the Smith Premier Typewriter Company that Frank M. Evans, assistant secretary of the company, will be in charge of the school department of its business for the present, and until a permanent successor of the late William H. Gleazen is appointed. Mr. Evans was for some years manager of the Washington office of the Smith Premier Company, and prior to that was purchasing agent of the United States Senate. In the past he has been in close touch with the school work of Mr. Gleazen, whom he frequently assisted therein.

**MR. PHILLIPS AND THE INTERSTATE COMMERCE COMMISSION REPORTING.**—The shorthand work of the famous Spokane freight-rate case before the Interstate Commerce Commission, at Spokane,

Wash., wherein the Spokane Jobbers' Association, the Spokane Chamber of Commerce, and the city and county of Spokane are petitioners for equitable rates on west-bound shipments over transcontinental and connecting lines, was recently completed by Mr. and Mrs. Neil Satterlee, of Chicago, and R. W. Phillips and Benjamin Gotthelf, of New York. Mr. Phillips is the official stenographer of the commission, and with the assistance of Mr. Satterlee took the testimony in phonography. The transcripts of the report, which averaged 125,000 words a day, were made by Mrs. Satterlee and Mr. Gotthelf. Mrs. Satterlee, who transcribed about sixty thousand words daily, wrote the first seventy-six pages by the touch method on the typewriter without an error, and Mr. Gotthelf is credited with making only two errors in 192 pages, both of minor importance. The remarkable character of this performance is emphasized by the fact that the testimony was full of figures and technical terms. Both Mrs. Satterlee and Mr. Gotthelf rank among the most rapid typewriter operators in the world. Messrs. Phillips and Satterlee work by alternate takes in making the shorthand notes of the testimony, which they afterwards read into phonographs, and from the wax records Mrs. Satterlee and Mr. Gotthelf made the transcripts. Mr. Gotthelf is particularly skillful in this kind of work, in which he is said by those who are familiar with his work to write forty words a minute more rapidly than the ordinary operator can average. Mr. Phillips devotes his whole time, with that of his assistants, to Interstate Commerce Commission work. With them he handled the Molineaux and Thaw tri-



als in New York, and furnish a complete transcript of each witness's testimony to the Associated Press within four minutes after the time the witness left the stand. Mr. Phillips declares that there never was a time in the history of the shorthand reporting profession when there were so many opportunities for competent workers to advance themselves as is the case today. He says that fully-equipped reporters need not worry about their professional future if they employ sound business principles in their daily work.

**A NEW SIMPLIFIED - SPELLING TRACT.**—The Simplified Spelling Board (No. 1 Madison Ave., New York) has issued another important circular (No. 24), dated September 15, 1900, and entitled "Simplified Spelling: A Letter to Teachers." The tract is prepared for the executive committee by Prof. Calvin Thomas, of Columbia University, and is addressed directly to the very class who, of all others, should take the greatest intelligent interest in spelling, namely, those whose duty it is to teach it. After a clean-cut discussion of the nature of the subject, its difficulties, vexations, and wastes, the writer appeals to his readers to help in the task of simplifying it, and in a very practical way points out how teachers can do this. Copies of the tract will be sent free on request made to the Board.

**CHRISMAN'S CENTER - GUIDE ADAPTED TO ALL MACHINES.**—The Chrisman Publishing Company, of St. Louis, has issued a finely-illustrated catalog exhibiting by means of many finely-executed illustrations the application of the Chrisman center-guide to the various leading

makes of typewriting machines. This device, which was described somewhat fully in the MAGAZINE for last April, has been most extensively used in the New Saint Louis Business College, where it is spoken of by the management in terms of highest approval.

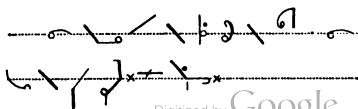
**CONSCIENCE IN WORKMANSHIP AND WHAT CAME OF IT.**—One of the best shorthand reporters of the United States is Robert Taylor. He worked for years for low compensation. He determined that the amount of pay should never be permitted in the slightest degree to influence the character of his work. Bob Taylor always carefully examined every page of his work before it was delivered. Every page on which appeared poor punctuation was rewritten. Every page on which appeared matter concerning which there was doubt was carefully compared with his notes. Frequently, though it might take hours to prepare work for which he would receive no more compensation than if he turned it out in a few minutes, he spent hours in the preparation of transcripts rather than to have any man say that his work was not of the very highest standard, and rather than to have lawyers get together and agree on what was said and correct the transcript. Located way up in Minnesota, who would have thought that such a practise would pay? Who would ever have thought that finally the fact that he turned out the highest grade, neatest and cleanest work that attorneys have ever seen, would come to the attention of the attorneys for the United States Department of Justice and of the attorneys for the great Rockefeller corporation, the Standard Oil Company? That when the question of the selec-

tion of a shorthand writer to report litigation which meant life or death to a seven hundred million dollar coporation was up, Bob Taylor, of Minnesota, without soliciting the job, should be agreed upon by both sides as the shorthand reporter—the man whose work was to be more important than that of attorneys, commissioners, judge, or even of the Supreme Court Justice? The completed records of the testimony in the great Standard Oil case amounted to more than 30,000 pages, and the compensation for transcribing the testimony must have been enormous.—*Washington Times*.

CHARACTERISTIC ANECDOTE OF SIR ISAAC PITMAN.—At a public dinner held recently in Bath, England, E. B. Titley, a well-known lawyer of that city, took occasion to refer to Phonography and to its inventor, his late distinguisht fellow-townsmen, Sir Isaac Pitman. Among other things Mr. Titley said that phonetic shorthand was undoubtedly a useful thing. Its utility had been recognized, not only in recent years, but years and years ago. Although two hundred years before Christ the art of phonetic shorthand, or something like it, at any rate, was learnt and taught, it was Sir Isaac Pitman who did that which brought it to its present state of perfection, and it was with him a labor of love. He himself happened to know that extremely well. He was a youth of seventeen or eighteen when he first bought for sixpence the book called "The Teacher," from Sir Isaac Pitman, in his workshop at Parsonage lane, in which he labored to some large extent with his own hands, and Sir Isaac corrected his early exercises. He did not charge him at all for

that, and more than that, as he (the speaker) started in his profession Sir Isaac used to like him to take him a specimen of the shorthand writing of the clerks who from time to time entered his office, and was never too busy or tired to write some letter in return, pointing out the imperfections of the shorthand, or praising them for what they had done. Sir Isaac was one of those men for whom nothing was too great and nothing was too small.

AN UNJUST STATUTE.—The Houston (Texas) *Chronicle* comments on the recently enacted stenographic law of Texas as "must and muddled," "absurd and unjust," "surprisingly foolish," "asinine," etc. The particular features of the law that the *Chronicle* thus stigmatizes are, first, a provision requiring the official reporter to read his notes (without compensation, of course) at any time during the progress of the trial to any party to the case, or his attorney, who shall desire it, and, second, a provision requiring the reporter to make free transcripts for the use of indigent criminal appellants. If the law is as it appears to be to the *Chronicle*, it is certainly worthy of all that paper has to say against it. The *per diem* fee of the shorthand court reporter, in Texas, is low (only half, we believe, what it is in most other states), and the provisions mentioned would take away a large, if not the greater part, of his opportunities for making transcripts at folio rates.



**SCHOOLS AND TEACHERS.**

MRS. FLORENCE T. DAVIS (certificated) has renewed her engagement with the Simonds Free High School, of Warner, N. H., for the present school year.

GEORGE F. CHURCHILL (certificated teacher) has accepted the charge of the shorthand classes in the commercial department of Alma College, Alma, Mich.

ETHEL F. Q. SCOTT (certificated), formerly of the Malden Commercial School, has accepted a position in the shorthand department of the Winter Hill Business College, of Somerville, Mass.

MRS. EVA BROWN GRINDLE, a graduate of the Doe Business College, of Bangor, Me., has been engaged as principal of the commercial and shorthand department of the Patten (Maine) high school.

CORA E. B. HOUGHTON has been engaged to head the shorthand teaching force of the Malden (Mass.) Commercial School (Walter Leroy Smith, principal), and Margaret I. Cutler has been engaged as an assistant.

THE Moothart Business College, Caruthersville, Mo., has been purchased by W. R. Terhune, and will hereafter be conducted as Terhune's Practical Business College. Benn Pitman phonography will be taught instead of Gregg shorthand, as heretofore.

THE SHAW BUSINESS COLLEGE, of Bangor, Maine (F. L. Shaw, president), has just completed the twenty-fifth year of its existence. Comparatively few commercial schools enjoy an uninterrupted run of a quarter of a century of prosperity, and Mr. Shaw is to be congratulated upon the wise conduct of the

affairs of the school that has insured it such long life and such bright prospects for the future.

IN a well-written pamphlet the Commercial-Normal College, of Greenville, Ohio—Clarence Balthaser (certificated teacher), manager—makes the interesting announcement that it has established a department especially for the fitting of teachers to give instruction in Benn Pitman Phonography. It requires eleven months to complete this course, and only those are admitted to it who have the necessary preparatory education equal to a high-school course. This is an important step, and we wish it the highest success. Every year for many years past the Phonographic Institute, Cincinnati, has had numerous calls for high-grade teachers beyond its ability to meet.

AMONG many schools that have recently introduced the Benn Pitman system are the following:

St. Mary's Academy, Prairie du Chien, Wis.; Catholic Central High School, Grand Rapids, Mich.; Hingham (Mass.) High School; Terhune's Practical Business College, Caruthersville, Mo.; Hastings (Neb.) High School; St. Thomas' School, Zanesville, Ohio; Wentworth Military Academy, Lexington, Mo.; St. Joseph's Academy, Guthrie, Okla.; Academy of the Visitation, Des Moines, Iowa; St. Anthony's Convent, Streator, Ill.; Rawlins County High School, Atwood, Kan.; Convent of Notre Dame, Holyoke, Mass.; Notre Dame Convent, Lawrence, Mass.; Commercial Institute, Scranton, Pa.; St. Mary's School, Leadville, Colo.; Oxford Female Seminary, Oxford, N. C.; St. Mary's Convent, Johnstown, Pa.; Wellston (Ohio) High School; Point Arena (Cal.) Union High School; Richburg Union School, Richburg, N. Y.; Parkersburg (W. Va.) High School; Springfield Business College, Springfield, Ill.; New Castle Business College, New Castle, Ind.; Imperial Valley Business College, Imperial, Cal.; Templeton High School, Baldwinville, Mass.

[Learners' Department.]

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## BIOGRAPHICAL STORIES.

BY NATHANIEL HAWTHORNE.

### CHAPTER I.

[To follow Lesson VIII of *The Phonographic Amanuensis.*]

When Edward Temple was about 8 9 years old he was afflicted with disorder . . . It was . . . severe, . . . his sight was naturally . . . delicate, that . . . surgeon felt some apprehensions lest . . . become totally blind. He therefore gave strict directions . . . him in . . . darkened chamber, with . . . bandage over his . . . Not . . . ray . . . blessed light . . . heaven could be suffered . . . visit . . . lad.

This was . . . sad thing for Edward. It was just . . . same as if there were . . . be . . . more sunshine, nor moonlight, nor glow . . . cheerful . . . , nor light . . . lamps. . . night had begun which was . . . continue perhaps for months . . . longer . . . drearier night than that which voyagers are compelled . . . endure when their . . . is ice-

bound, throughout winter, in Ocean. His dear father mother, his brother George, sweet face little Robinson, must vanish him in utter darkness solitude. Their voices footsteps, it is true, would be heard around him; he would feel his mother's embrace kind pressure their hands; still it would seem as if were thousand miles away.

then his studies were be entirely given up. This was another grievous trial; for Edward's memory hardly went period when he had not known read. Many many holiday had he spent at his poring over its pages until deepening twilight confused print made letters run into long words. Then would he press his hands across his wonder why (pained him); when candles were lighted, what was reason that burned moon in night? little as his were concerned he was old man, needed spectacles almost as much as his own grandfather did.

..... now, alas! ..... time was come, when even grandfather's spectacles could not have assisted Edward ..... read. After ..... few bitter tears, which only pained his ..... more, ..... submitted ..... surgeon's orders. His ..... were bandaged, ..... with his mother ..... one side ..... his little friend ..... other, he was led into ..... darkened chamber.

"Mother, ..... shall be very miserable!" said Edward, sobbing.

"..... dear child!" replied his mother, cheerfully. "Your eyesight was ..... precious gift ..... Heaven, it is true; ..... you would do wrong ..... be miserable for its loss, even if there were ..... hope ..... regaining it. There are other enjoyments besides what come ..... us through our ....."

"None that are worth having," said Edward.

"..... you will not think ..... long," rejoined Mrs. Temple, with tenderness. "..... us—your father, ..... myself, ..... George, ..... our sweet ..... will try ..... find occupation ..... amusement for you. We will use ..... our ..... you happy. Will ..... not be better than a single .....?"

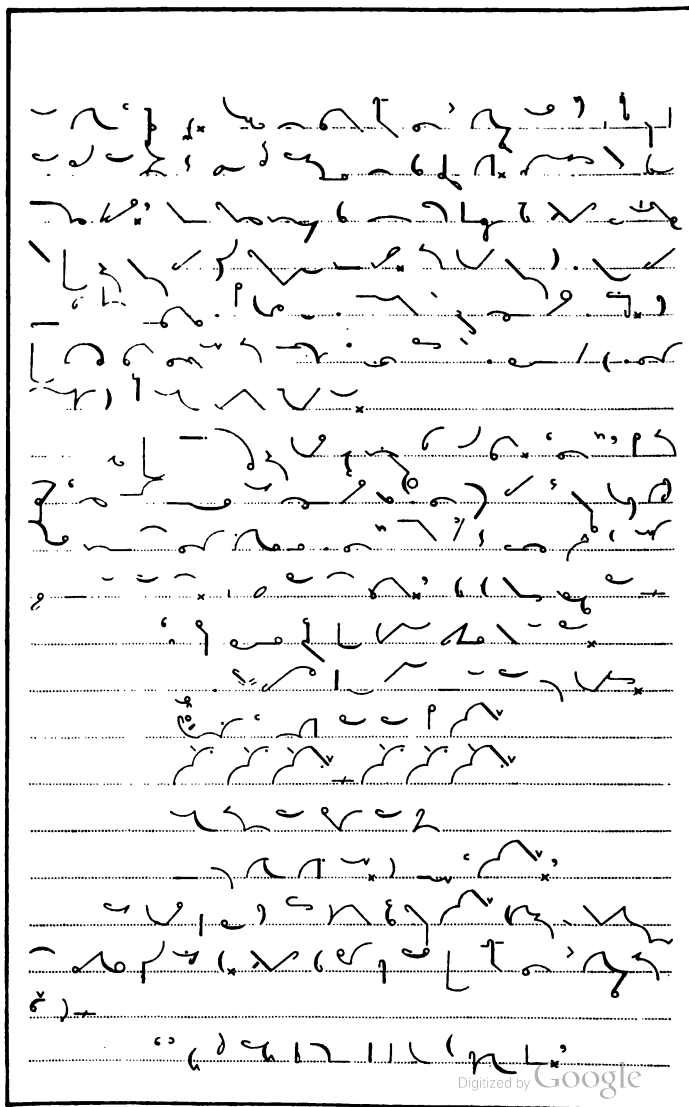
[In the Amanuensis Style.]

## A MIDSUMMER NIGHT'S DREAM.—Continued.

The first of these is the "Amanuensis Style," which is a shorthand system of writing that uses a series of strokes and symbols to represent letters and words. The text is written on a set of horizontal lines, and the characters are designed to be written quickly and efficiently. The style is characterized by its fluid, cursive nature, with many characters being variations of a few basic strokes. The text is a continuation of the play "A Midsummer Night's Dream" by William Shakespeare, and it is presented in a way that demonstrates the practical application of the shorthand system.

Handwritten phonographic notation on a page with horizontal lines. The notation consists of various symbols, including letters, numbers, and decorative flourishes, arranged in a structured manner across the page. The symbols are written in a cursive, flowing style, typical of shorthand or phonographic systems. The page is divided into several sections by horizontal lines, and the notation is written in a consistent, legible manner throughout.



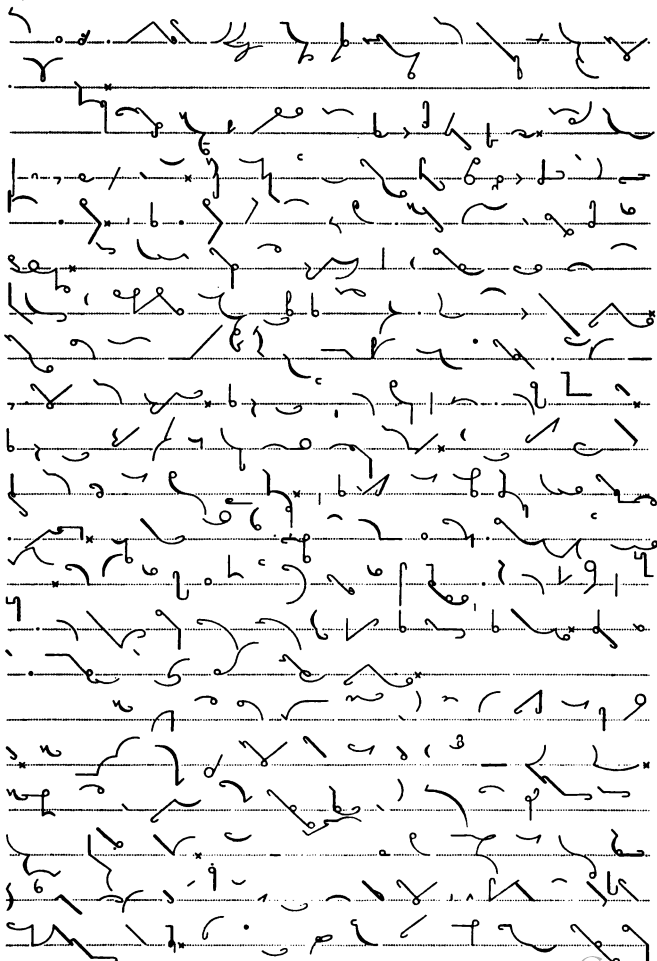


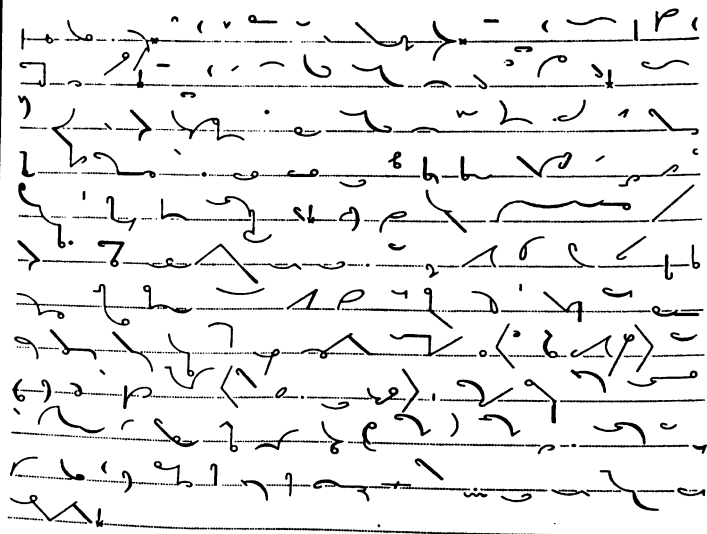
Handwritten text in a cursive script, likely a letter or document, written on lined paper. The text is dense and fills most of the page.



[In the Reporting Style.]

## WEBSTER'S REPLY TO HAYNE.—Concluded.





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|   |                                   |
|---|-----------------------------------|
|  | Benn Pitman, 796 writers, 50.4 %. |
|  | Graham, 242 writers, 15.3 %.      |
|  | Munson, 86 writers, 5.4 %.        |
|  | Isaac Pitman, 67 writers, 4.2 %.  |
|  | Gregg, 66 writers, 4.1 %.         |
|  | Cross, 45 writers, 2.8 %.         |
|  | Barnes, 25 writers, 1.5 %.        |
|  | Pernin, 25 writers, 1.5 %.        |
| All others (totaling 14.8 %), less than 1 % each.                                 |                                   |

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JEROME B. HOWARD, EDITOR.

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THE

# PHONOGRAPHIC MAGAZINE.

JEROME B. HOWARD, EDITOR.

Vol. XXIII. No. 11. }  
Whole Number, 335. }

CINCINNATI, NOVEMBER, 1909.

{ Five Cents a copy.  
{ Fifty Cents a year.

## A JOINED-VOWEL SYSTEM— WHY I CHANGED IT.

BY J. A. FEAGIN, OFFICIAL COURT  
SHORTHAND REPORTER, CLE-  
BURNE, TEXAS.

Fifteen years ago I learned to write Lindsley shorthand, which is a joined-vowel non-position system, but fashioned otherwise somewhat after Pitmanic shorthand, with characters arranged in pairs, light and shaded, and carrying with them, for the most part, rules of Pitmanic systems for doubling, halving, circles, hooks, etc.

This system I continued to write according to its principles for about eight years, at which time I got into a rather heated but informal discussion with a lot of Pitman and Graham writers about the relative merits of our systems of shorthand. While they did not succeed at that time in convincing me that mine was not the best ever, they led me to the conclusion that there was some merit at least in their contention. This discussion resulted in my securing on my part of a textbook on one of the standard Pitmanic systems, and to the making of a careful study and comparison of that system with my own.

As soon as I had familiarized myself with the Pitman vowel scheme I became convinced at once that there was no comparison between any kind of joined-vowel system and Pitmanic shorthand, for all

practical purposes, and that especially in the matter of speed the joined-vowel system is cumbersome and, of necessity, will always have to be, in as much as with it you are required, for the sake of legibility, to insert most of your vowels in writing, whereas, according to the Pitmanic scheme most of the vowels are implied in the position of your consonant outline.

I take it that it needs no argument, even to the most ignorant, to prove that it takes longer to make two movements of the hand or two strokes of the pen than it does one. I could name many instances in which it would be necessary with a joined-vowel system to write a given word with two distinct movements of the hand, where with the Pitman principle it could be, and always would be, done with one. This is especially true of nearly all of the one-syllable words. Take, for instance, the word *cow*. In a joined-vowel system you must write the character *k* and join to it the character representing the sound of *ow*, thus requiring two distinct motions of the hand. According to Pitmanic rules the *k* alone, written in such a position as to carry with it the sound of *ow* by implication, makes the word *cow*. This is simply one of the hundreds of instances that might be named, and I believe it is pretty generally agreed among shorthand writers that the little words are the ones we most need to write briefly, in as much



as they are the ones sometimes spoken at a terrific rate of speed.

About seven years ago I adopted the Pitmanic vowel-scheme and applied position-writing to my system, thereby doing away with the necessity for placing on paper the numerous vowels that would otherwise have been necessary to make my writing legible, and I think I am safe in saying that by so doing I have increased my speed at least from twenty-five to thirty per cent, and at the same time I have retained the legibility of my notes. This change can easily be made by any writer of Lindsley shorthand and not interfere with the daily work, because Lindsley is based largely on Pitmanic principles, aside from its joined-vowel scheme.

In addition to the changes indicated above, I found many little short cuts and expedients based on well-defined rules and scientific principles, that I was able to add to my shorthand without in any way interfering with its fundamentals.

At one time I thought seriously of changing systems entirely, and I would have done so but for the fact that I had several hundred notebooks full of testimony written in the Lindsley system, for which I was likely to be called on for a transcript at any time.

I do not teach shorthand (though often requested to do so), do not own a dollar's interest on earth in any publishing house or system of shorthand, own no interest in any school or schools, and never expect to teach shorthand, but as an humble member of the reporting profession who likes to see good work, and knowing good work requires good tools, and recognizing the fact that efficiency in the ranks of the profession will elevate our calling in the minds of the masses and thereby

be of substantial assistance to us as a profession, I take this opportunity of recommending to all who would learn shorthand some standard system of PITMANIC phonography. I see no reason why a beginner should experiment with new theories, which have as yet not proved themselves equal to the task of high-class reporting, when the experience of a generation of experts is tendered you, in the language of Rufus Sanders, "free, gratis, for nothing."

### HOW LONG WILL IT TAKE?

BY ERMINIE A. WILLIAMS, EAGAN  
SCHOOL OF BUSINESS, HACKEN-  
SACK, NEW JERSEY.

This seems to be the burning question for all who take up the study of shorthand. I believe there does not exist a shorthand teacher who has not been driven nearly to the verge of distraction in trying to answer truthfully this oft-repeated interrogation. It is a problem more difficult of solution than any found in Euclid, for in not one case out of ten can a teacher determine, upon a first appearance, a pupil's capabilities for mastering the subject.

A very quiet unpretentious-looking little fellow, from whom very little was expected, has been known to enter the night school, and, notwithstanding the fact that he was employed all through the day, to complete the *Amanuensis* in less than three months, passing the examination with flying colors; while many a bright, smart-looking young man has taken twice that number of months in the day school to accomplish the same amount of work. As a general thing the smart are not the best workers, for usually rely upon their smartness

carry them through, and, like the hare, are pretty apt to allow the tortoise to come out ahead in the race.

So many students come to us after having read an advertisement which says, "Shorthand taught in thirty days, and positions guaranteed," and then expect us to perform the same sort of miracles. But they are generally unwilling to apply themselves sufficiently to acquire even the rudiments within that time.

Others may be willing to work hard, but are not naturally fitted for such work. Although one rail-splitter became a president, it does not necessarily follow that every rail-splitter is fit to occupy the presidential chair; and not every stenographer can become a Cortelyou. But it is reasonably certain that steady, persistent effort along any line will eventually bring success. The student should learn, however, to possess his soul in patience and not keep worrying about how much longer it will take to learn shorthand until he can answer to his own satisfaction, as well as that of others, these other questions, which are quite as important:

Am I well grounded upon the points of etiquette in both social and business correspondence? Can I, without dictation, compose and arrange an interesting and business-like letter, feeling sure that it is without errors in spelling and punctuation? Am I able to express myself clearly, briefly, and unmistakably in a telegram? Do I understand sufficiently postal rules and regulations? Can I write a good, plain, business handwriting, that will not resemble that of the proverbial lawyer?

If these questions can not be met squarely, then be very sure that the time needed for the acquisition of

all of this necessary knowledge must be added to that certain time which is needed for the shorthand work, for all of these things enter into the composition of a successful stenographer.

Now and then a parent will come to us and say, "In Brown's school they put Sam Jones through in four months, and if you can't put my boy through in five, I shall take him out." The boy's mental machinery does not keep pace with his father's ambition, so he has to leave before the course is completed, and the teacher, or the system, of course, gets the blame. So many parents think that the system which can be taught in the shortest time must, of necessity, be the best, because it is the cheapest. If the child's training is to be bought over a bargain counter, his services also will have to be disposed of at a bargain later, and he will find that he will have the worst of the bargain every time. If a child should fall ill, the parent would not think of consulting a quack, but would want to consult a physician who had spent years of study and practise in obtaining his skill; why, then, should parents wish to make shorthand quacks of their children?

In selecting a shorthand system, as in everything else, be satisfied with nothing but the best. "But," you say, "how are we to know which is the best? There are so many to choose from." Before deciding the matter, obtain all of the information you can as to which system is used most generally in the United States; which system is chosen by leading court stenographers and reporters; which system is put into most general practise in the civil service. Any school that can not furnish you such information, and with data proving the facts, may be

set down as a "fake." The knowledge gained there would prove dear at any price.

It is rare that two pupils will be found who will complete the work in exactly the same time, for each mind, like each body, has its own characteristics. Not long ago, in a class of girls that entered a business school for the shorthand course, two of them were unable to pass the graduation tests at the same time their chums did, so one decided to give up the work altogether. She has remained at home ever since, doing nothing further with it, thus wasting nearly a full year's tuition. The other girl wished to do likewise, but consulted the teacher. The teacher had a personal interview with the parents, telling them that very little more time was needed to enable her to pass the test, and she would then be ready for good, practical work, which would more than repay them for the extra outlay now. They finally decided to allow her to remain for the rest of the year. Just before the year was up she completed the work and secured a position in New York. This position she held for some months; then a better opening came in a bank, and she accepted it. Last week she visited her teacher and told her that she could never be thankful enough that she induced her to persevere. "For," said she, "I am now established in a fine position at good pay, and am able to pay for *this* with my vacation money, as I am to have three weeks on full pay." "This" proved to be a handsome gold watch, which she showed with great pride to the teacher, who rejoiced with her over the fruits of her persistence. The teacher then cited this instance to prove to her other pupils that the length of time it

takes to complete the course should not always be the chief consideration in the choice of either a shorthand system or of a school.

### BURDETT COLLEGE.

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Yet these are only a few of the points that might be mentioned to show that Burdett College, of Boston, is a great school.

The view of one section of the shorthand department shown on the opposite page is but a glimpse of this wonderful institution. Besides the shorthand and typewriting department—which gives a thorough training in Benn Pitman Phonography, touch type-writing, business letter-writing, actual office-practice, secretaryship, and teaching—Burdett College provides elaborately for the education of bookkeepers, accountants, and general office workers. Installed in the school are the newest and best office devices—filing cases, adding machines, duplicating machines of all makes, check protectors, manuscript binders, postal scales, copying-presses and rollers, phonographs, telephones, addressing machines, and all the other mechanical aids to be found in the most perfectly equipped business offices of the day—and the Burdett graduate is an adept in the use of them all.

SECTION OF THE SHORTHAND DEPARTMENT IN BURDETT COLLEGE, BOSTON.

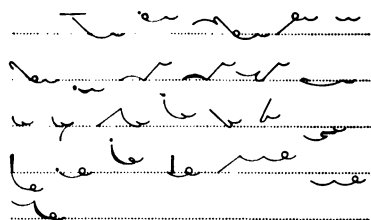


## EDITORIAL.

## TWO NEW ABBREVIATING PRINCIPLES.

In the shorthand pages of this issue of the **PHONOGRAPHIC MAGAZINE** the outline *h* will be found for the word *achievement*, and the outline *e* for the word *inspector*. This is the first appearance of two abbreviating principles that henceforth will be recognized as a part of the Reporting Style, and which will be used regularly as follows:

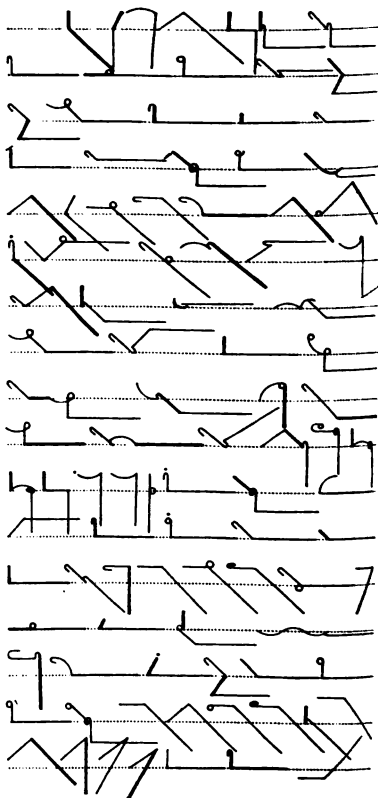
1. When the suffix *-ment* follows the stroke *n* or *ray*, an involute hook, or a circle -s that follows an involute curve, *-ment* may be expressed by the half-length stroke *nt*. In this manner write the words:



Accompaniment, consignment, imprisonment, resentment, ointment, presentment, commandment, merriment, impairment, enrollment, wonderment, fundament (fundamental), refinement, confinement, pavement, achievement, engraftment, defacement, commencement, convincement, denouncement, renouncement, announcement, investiment.

2. A final straight stroke may be tripled in length to add *ter*, *der*, *tor*, *dor*, *ture*, *dure*, and, in phrase-

writing, the words *their*, *there*, *other*. This principle can not be applied to outlines of but a single stroke. In this manner write the words:



Debater, agitator, imitator, repeater, dictater, detractor, protractor, attracter, exacter, extractor, perfecter, objecter, projector, inspector, director, detector, pro- tector, contradicter, predictor, obstracter, instructor, banqueter, arbiter, chapter,

accepter, corrupter, forgetter, rebutter, surrebutter, contributor, persecuter, precepter, embroider, recorder, intruder, perturbator, deprecator, vindicator, multiplier, inspector, prevaricator, educator, sophisticator, prognosticator, fabricator, elucidator, propagator, instigator, promulgator, perforator, arbitrator, sequestrator, administrator, demonstrator, dictator, commentator, annotator, testator, contractor, abstractor, elector, rector, director, constrictor, proctor, abductor, adductor, proprietor, creditor, captor, exceptor, sculptor, prosecutor, coadjutor, executor, adjudicature, duplicature, nomenclature, quadrature, fracture, conjecture, projection, picture, stricture, structure, superstructure, capture, rapture, scripture, sculpture, departure, keep-their, rob-their, rid-their, reach-their, urge-their, take-their, drag-their, carry-their.


While the added syllable is indicated technically by making the straight stroke three times its ordinary length, the outline will be entirely legible in general if the length of the modified stroke is somewhat less than triple length, and even though it be made no more than double length. However, in certain cases (chiefly stem-words ending in *r*) it is very important that the triple-length form be carefully preserved to distinguish between such words as *conspirer-conspirator*, *respirer-respirator*, *explorer-explorator*, and the like.

When *their* is added by tripling the length of a straight stroke, *own* may be superadded by the *n*-hook, as in such phrases as: *Keep-their-own*, *enjoy their own*, *take-their-own*.

## MORE LETTERS WANTED.

Will readers of the MAGAZINE who are phonographic amanuenses assist us in obtaining some more business letters? To every such reader who before January first sends us twelve letters, all characteristic of some one particular business, industry, or profession, we will give a year's extension of his subscription to the MAGAZINE; and to the one who within that time sends the *best* set of twelve letters we will send a copy of the *Phonographic Dictionary and Phrase Book*. In determining which set of letters is the best stress will be laid upon the fact of their being typical of the particular specialty to which they belong and yet varied in contents within the limits of that specialty. It is desired that the private business of employers or dictators be not communicated to us, and, therefore, names of persons and places, quotation, etc., should be sufficiently changed to rob the letters of any personal application and yet take nothing away from their character as real business letters.

## A SUGGESTED ADDITION TO THE LIST OF AMANUENSIS-STYLE LOGOGRAMS.

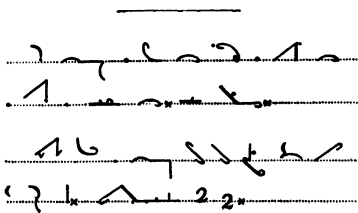
A well-known teacher of Phonography makes the recommendation that the word *simple* be hereafter written in the Amanuensis Style with the logogram  as in the Reporting Style. The reason as-

signed is that in the experience of the teacher who makes the suggestion the word written with its full outline, but unvocalized, has a tendency to clash with *sample* (used as an adjective) and *small*. We have not heard of this difficulty being encountered by others. Will other teachers who have met it please advise us?

#### THE EMBLEM.

Two excellent designs are handed in this month by Mrs. Florence T. Davis, of the Simonds Free High School, Warner, N. H., and Mrs. Margaret Spence Purnell (certificated teacher), Snow Hill, Maryland, in competition for the prize offered for the best suggestion for a pin or button emblem suitable to be worn by writers of the Benn Pitman system.

There is still time, and there is an untoucht infinity of ideas at the disposal of all readers of the *MAGAZINE* who wish to compete for this prize. Ten dollars in cash and the first button or pin issued will be given to the one who furnishes the accepted design.



#### ANSWERS TO CORRESPONDENTS.

##### SUDDEN LOSS OF SPEED—WHAT IT MAY MEAN.

G. F.—A careful reading of your letter seems to point to the conclusion that the reason of your loss in speed exists in an impairment of health. If this is the case you should, of course, follow the advice of your physician for its restoration. It is not easy to account in any other way for a sudden and decided loss of speed after three years of successful work in which you have reached and maintained a good working speed. Of course it may be that you have been working "in a rut"—that your dictation heretofore has all been within some narrow limit of subject matter, and that your general ability as a notetaker has suffered in consequence. But even this would hardly account for the decided and sudden change you mention, unless there has been some corresponding change in the demands made upon you as a notetaker. If you continue to have your old dictater, and if you are still writing on the same subject matter as heretofore, it would seem that you should seek the advice of your physician. If, however, there has been such a change of requirements and you have been unable to respond to it, the indication is that you need a broader training, and you should set to work to recover your lost ground by special dictation practise in the evenings on a widely varied class of reading matter.

##### THE USE OF THE STROKE AND DOT FORMS OF "-ING."

A. M. C.—The broad rule for the use of the dot and the stroke forms in writing the final syllable -ing is

this: When the primitive outline ends with curved motion use (a) the stroke if that motion be involute, and (b) the dot if it be evolute.

Thus, outlines for such words as *snuffing, reviewing, bathing, falling, signing, singing, pacing, abusing, teasing, inducing, chasing, rejoicing, causing, guessing, racing, hazing, tracing, facing, revising, enthrusing, commencing, puffing, rebuffing, diving, achieving*, all ending (a) in involute motion, are regularly written with the stroke. The exceptions here are in the case of such words as *coughing, engraving, deriving* (in writing which with the stroke form the hooks would be rendered imperfect, and therefore slow and inconvenient), and in the case of words ending with involute loops, when the stroke *ng*, if used, would either cut through the preceding stroke or interfere with the insertion of vowels. After involute loops, therefore, the dot is used.

The outlines for such words as *saying, using, showing, rousing, laying, erring, weighing, pouncing, bouncing, trouncing, dancing, chancing, jouncing, ensconsing, glancing, assessing, lacing, erasing, massing, assisting, lasting, arresting, dismasting, wasting, pinning, combining, attaining, dining, chaining, joining, canning, gaining, assigning, shining, learning, earning, meaning, impugning*, ending (b) with evolute motion, are regularly written with the dot. The only exception here is in the case of words the outlines of which end with the strokes *m* and *mp*, which strokes may be followed by the stroke *ng* without a check, because they join at a tangent.

This last exception gives the key to the principle which underlies the whole matter, which is the avoid-

ance of the use of different kinds of curved motion preceding and following a check. The stroke is used when it can be added to the primitive form without a check, or even when there is a check so long as the motion that precedes and follows the check is of the same kind—namely, involute. But if the use of the stroke *ng* would cause the writing of an involute stroke (*ng*) to follow a check which is preceded by evolute motion, the outline so produced is relatively slow and awkward, and the lifting of the hand and the addition of the dot is the less of two efforts.

When the outline for a primitive word ends with a *straight* stroke, the question is no longer controlled by any consideration of curved motion. Here the dot form is preferred on a different principle, that of the avoidance of obtuse angles. The use of the stroke *ng* makes an obtuse angle with straight strokes (except *p* and *b*, with which it makes no angle at all), and the lifting of the hand to make the dot is again a lesser effort. In such words as *paying, obeying*, etc., the use of the stroke *ng* at a tangent to the preceding stroke would tend in rapid writing to warp the preceding straight stroke and to give it a curve, in sympathy with the following curve, and the use of the dot is therefore preferred. After *ray* and *hay* the obtuse angle is so far reduced as to make the use of the stroke *ng* convenient and desirable.

Sometimes in forming phrases or compound words (which are really phrases) the stroke form of *-ing* is used to facilitate the joining of an outline which, when standing alone, is written with the dot. Thus *printing* is written with the dot when standing alone, but on the principle



of restoration (see *Reporter's Companion*, paragraph 56a) the stroke form is used in writing *printing-office*.

## ANNOUNCEMENTS.

### MISSOURI VALLEY COMMERCIAL TEACHERS' ASSOCIATION.—THIRD ANNUAL ASSEMBLY.—PROGRAM.

The third annual assembly of the Missouri Valley Commercial Teachers' Association will be held in the Public Library Building of St. Joseph, Mo., Friday and Saturday, November 26 and 27. The headquarters will be at the Hotel Robidoux, where rooms may be reserved by visitors at one dollar a day and upwards. The program is as follows:

#### *Friday morning—9 o'clock.*

Enrollment of members.—Report of secretaries and committees.—Vocal solo, Katie Orwall.—Address of welcome, J. A. Whiteford, superintendent of public schools, St. Joseph.—Response, L. H. Hausam, Salt City Business College, Hutchinson, Kansas.—President's address, L. C. Rusmisl, Central High School, St. Joseph.—Touch Typewriting a Fallacy, a Delusion, and a Snare, Jessie Davidson, Huff's School of Business, Kansas City.—Business-writing of Today; What to Teach, How to Teach, and How to Get Results, Francis B. Courtney.—Should Shorthand be Taught in the High School? F. J. Kirker, Central High School, Kansas City.

#### *Friday afternoon.—1:30 o'clock.*

Music, Central High School Orchestra.—What a Business Man Expects of a Stenographer, James M. Irvine, editor of *The Fruit Grower* and president of the Advertisers' Club, St. Joseph.—For the Life That now Is, Hon. Walter Williams, dean of the School of Journalism, State University, Columbia, Mo.—The Preparation of Commercial Teachers by State Normal Schools, Charles C. Staehling, of the Department of Commerce and Finance, State Normal School, Warrensburg, Mo.

#### *Friday evening.—7 o'clock.*

Dinner.—Robidoux Hotel.

#### *Saturday morning.—9 o'clock.*

Violin solo, W. C. Lilley.—English, Its Relative Importance in a Business Course, G. A. Rohrbough, Omaha (Neb.) Commercial College.—Some Bumps that have Bumped Me, F. A. Keefover, Blue Rapids (Kansas) High School.—Should a Book-keeper Be Simply an Accounting-machine? W. M. Bryant, Nebraska Business College, Lincoln, Neb.—Some Observations Concerning Work in High Schools, P. B. S. Peters, Manual Training High School, Kansas City, Mo.—Handy with the Crayon—a demonstration, by Francis B. Courtney, Cedar Rapids, Iowa.

#### *Saturday afternoon.—1:30 o'clock.*

Vocal solo, Oscar J. Bauman.—How may Office Methods be Used in School? C. D. Long, Emporia (Kan.) Business College.—Why not Be Honest, George E. Dougherty, Dougherty's Actual Business School, Topeka, Kansas.—Round Table.—Rapid calculation contest, led by C. E. Birch, Haskell Institute, Lawrence, Kansas.—Election and other business.

### NATIONAL COMMERCIAL TEACHERS' FEDERATION.—LOUISVILLE MEETING.

All aboard for Looeyville!

That's where the N. C. T. F. meets, beginning on the evening of December 27 and continuing through the 28th, 29th, and 30th, closing with the Old Kentucky Dinner, to be tendered the members of the Federation by the Louisville teachers on the evening of December 30.

Excellent programs have been arranged for all sections, and the exchange of ideas can not but be of incalculable benefit to those who attend. The programs covering so wide a scope—the whole field of business training—offer something of value to every teacher, whether in public or private commercial school.

No commercial teacher with a desire to rise in his profession and accomplish better results can afford to miss the mental feast that will be spread before him.

No school proprietor with a de-

sire to see his institution grow in usefulness and public favor can afford to miss the opportunity of getting new ideas and inspiration that will enable him to improve his course of training and accomplish more satisfactory results.

No young teacher with an ambition to rise in the ranks can afford to miss the opportunity offered by the N. C. T. F. convention of meeting the principals and proprietors, thus opening the way for more advantageous connections the coming year.

And the Old Guard—God bless them!—they are too generous and big-hearted to deprive the younger generation of the beneficent influence and inspiration that their presence always lends. The sturdy old pioneers will be at the Louisville meeting, for they learned long years ago the inestimable benefits to be derived from fraternal association.

Considered from the purely mercenary standpoint of the advancement of personal interest, no school proprietor, no commercial teacher, in public or private school, can afford to miss the Louisville meeting.

But the mercenary view is the least to be considered. Everybody is going to have a good time—the Louisville teachers have promised to see to that, and what they promise they will do. The atmosphere is going to be charged with good cheer, and everybody is going to be made happy. After three days of relaxation and mental inspiration the members will return to their homes with a renewed energy that will make their work lighter and better the coming year.

If a hard season's labor has sapped your nervous energy, a few plantation melodies will do you good; if overwork has impaired your diges-

tion, 'possum and sweet potatoes and other trimmin's will set you right.

Whatever view one may take of the case, there is but one conclusion to be reached: No school man or teacher can afford to miss this year's meeting of the National Commercial Teacher's Federation.

All aboard for Looeyville!

ENOS SPENCER,

*Chairman Executive Committee.*  
LOUISVILLE, KY.

## DOTS AND DASHES.

WHY NOT?—We confess that our "prejudiced judgment" compels us to feel that the elimination of a commercial course from our schools is a mistake. We are one of those who had far rather see a boy or girl graduated from our high school, with ability to use the modern shorthand language, and to write a letter on a typewriter, than to see them turned out with a faint knowledge of Greek or Latin, French or German. We have always felt that at least four-fifths of those who attend high school will find at the close of their school days that they will be placed in positions where a fuller commercial education and a little less of the dead languages would better meet the demand made upon them by those who employ them. We admit that for those who are seeking a college career the classic course is necessary, but as not over ten per cent of the graduates of our high school are headed that way, it has seemed to us that far too much of the time, attention, and public money has been expended on the ten per cent, and that the other ninety per cent have been obliged to trail along in the path laid out for the few. Will an

hour a day studying Greek be of more practical advantage to the average boy or girl than the same time spent studying shorthand and typewriting would be? If not, why not cut out Greek and substitute shorthand and typewriting? What is the answer?—*Ipswich (Mass.) Chronicle*.

**WHAT A LITTLE GIRL CAN DO IN TYPEWRITING.**—The little eleven-year-old lassie here shown is Edna Houser, of Iowa City, Iowa, who, at



EDNA HOUSER.

the beginning of the last summer vacation, placed herself under the instruction, in typewriting, of Miss Elizabeth Irish, principal of Irish's University Business College, of Iowa City. By the first of September she had become an accomplished

operator, by the touch method, and we have seen a specimen of her work, written September 6, that is faultless in form and that was executed at a fine working speed. The work of little Miss Houser caused general admiration at the recent Johnson county fair, held in Iowa City.

**STENOGRAPHERS' ASSOCIATION OF BALTIMORE.**—This organization held its first annual meeting October 28 in the lecture hall of the Odd Fellows' Temple. Reports were read by the president, Ethel Spaulding, and other officers, and the meeting was addressed by Charles S. Catherman, of Strayer's Business College, on "The Importance of a Good English Education to the Stenographer," and by Edwin C. Reed, secretary of the Esperanto Association of North America, on the history of the "international language," which it is the object of his association to foster. The glee club of the Association added to the enjoyment of the evening by giving a number of selections.

**NEW ENGLAND HIGH-SCHOOL COMMERCIAL TEACHERS' ASSOCIATION.**—The seventh annual meeting of this important educational body was held October 23, in the State Normal School building, Salem, Mass., Townsend T. Wilson, of the Malden High School, presiding. The attendance was larger than ever before, and interest and enthusiasm were sustained throughout the meeting. Mayor Hurley, of Salem, welcomed the delegates. Papers were read on "What the High School can Furnish to the Business World," by Frank N. Thompson, principal of the High School of Commerce, Boston; "How to Secure Accuracy in Shorthand," by

Henry J. Clark, principal of Clark School of Shorthand, Boston; "The Importance of Economics in Commercial Training," by Winthrop Tirrell, of the High School of Commerce, Boston; "What a Business Man Expects from a High-school Graduate," by Henry M. Batchelder, of the Merchants' National Bank, Salem; "What should a Pupil Know About Commercial Law?" by Dr. A. T. Swift, of the English High School, Providence; and "What Business Ideas may Best be Taught in Bookkeeping," by Edward S. Colton, Jr., of Brookline, Mass. "Is It Advisable to Attempt Touch Typewriting in the High School?" was discussed from the floor by various members, and the affirmative of the controverted proposition found strong supporters, a vote by hands showing that teachers by the touch method were present in large majority. Officers were elected as follows: President, G. Walter Williams, of New Bedford; First Vice-president, E. A. Sammis, of Stamford, Conn.; Second Vice-president, Etton L. Blaisdell, of Lynn; Secretary, W. O. Holden, of Pawtucket, R. I.; Treasurer, J. C. Moody, of New Britain, Conn.; Committee on Finance and Audit, J. D. Houston, of Connecticut; W. J. Goggin, of New Bedford; Thomas Connell, of Medford; Representative to the Council of Education, Carlos B. Ellis, of Springfield. An invitation to meet in Newtonville next year was accepted.

**MORE STENOGRAPHER LAW IN TEXAS.**—The new Texas statute governing official shorthand court reporters, which has aroused much unfavorable comment on the part of the press of that State (see last month's issue, page 269), is appar-

ently about to be attacked by the reporters themselves. The Beaumont (Texas) *Enterprise*, for October 22, prints a dispatch from Austin, giving the text of an opinion furnished by the attorney-general's department to Philip R. Livaudais, official shorthand reporter for the district court of Beaumont, construing the provision of the act, in answer to questions submitted by Mr. Livaudais. The department held:

First—That a court stenographer can only lawfully claim his *per diem* of five dollars per day for only such days as he may be in actual discharge of his duties in reporting cases or performing other service under the actual direction of the judge of any court. Under the old law they received their *per diem* by just being in attendance on the court, without actually being engaged in reporting cases.

Second—That it is not necessary in any appealed cases that the stenographer prepare a statement of facts or transcript in question and answer form unless same is requested by either party to the suit. If he has prepared a transcript at the request of either party, then by virtue of Section 6 the appellant may either prepare his own statement of facts or require the stenographer to prepare it from the transcript already prepared and filed by the stenographer, and when he prepares such statement of facts he is entitled to be paid for same by appellant at the rate of ten cents per folio of one hundred words for original copy.

Third—That the act does not authorize the respective counties to furnish stationery for the stenographers. The only liability imposed upon the counties is for *per diem* compensation of the stenographer, and for such other services as the district judge may certify to the commissioners' court and allowed by it.

## PERSONAL.

OTIS B. GOODALL, with whose contributions from Washington the older readers of the *MAGAZINE* are familiar, is now special agent of the Bureau of the Census, and has recently been making an extended journey through the South looking after nearly eight hundred government agents whose duty it is to fur-

nish the crop statistics upon which the information given in the government bulletins is based.

FRANK W. OTTERSTROM (certified teacher), who is in charge of the shorthand classes of the L. D. S. Business College, of Salt Lake City, had a contract with the local newspapers during the recent visit of President Taft to furnish full reports of all speeches made in connection with the ceremonies, which extended thru four days. During the whole time Mr. Otterstrom was on duty from 8 A. M. to 10 P. M., and personally reported all the speeches of the dignitaries in charge of the President's entertainment, besides the speeches of the President himself. These latter included the much-talkt-of "sermon" delivered Sunday, September 26, in the great Tabernacle, to an audience of over ten thousand people.

H. C. MILLER has formed a very desirable connection with John Wanamaker's Philadelphia Store as a member of the executive force. Mr. Miller graduated some years ago from Goldey College, of Wilmington, Del., where he received his shorthand education under the instruction of J. E. Fuller (certified teacher). Afterwards he assisted as a teacher in Mr. Fuller's department, and himself received the Teacher's Certificate from the Phonographic Institute, making on his examination the remarkable average grade of 99.5 per cent. Later he past the United States civil service examination and received an appointment in the Philadelphia office of the United States Civil Service Commission. This position he held for a number of years, resigning it last October to accept the position first mentioned.

## SCHOOLS AND TEACHERS.

MARY I. BELL (certificated) has been appointed registrar of the State Normal School, of Harrisonburg, Va., in which institution she has charge of the shorthand instruction.

AUVENA MAY MYRICK is now in charge of the shorthand classes in Cushing Academy, Ashburnham, Mass. The *Phonographic Amanuensis* has been adopted, displacing the Dement text.

THE MANHATTAN (Kansas) BUSINESS COLLEGE has been purchased by J. N. and L. W. Nutter. Benn Pitman phonography will continue to be taught under the new management, and in addition improved commercial, civil service, penmanship, and typewriting courses will be given.

A MOVEMENT is on foot in Columbus which will in another year result in bringing all the commercial instruction hitherto given in the five high schools under one roof in the Central High School of Commerce, with an entire rearrangement of the four-year commercial course. Already much has been done in that direction, the commercial and shorthand work of the East and North high schools having been consolidated with that of the Central at the beginning of the present school year. Two short months of trial seem to vindicate the wisdom of the school-of-commerce idea, the training being on broader lines than was possible heretofore, and the attendance of students taking the course having almost doubled. J. H. Walcutt, head of the department, is in immediate charge of the shorthand and touch typewriting work.

THE FOURTH week of October was one of unusual rejoicing to the officers, students, and alumni of the Malden (Mass.) Commercial School—Walter Leroy Smith, principal. On Wednesday evening the annual graduating exercises were held, and in the presence of an audience of over sixteen hundred, President Faunce, of Brown's University (Mr. Smith's *alma mater*), delivered the principal address of the evening, in which he spoke for college education, but especially for the kind of education that makes its possessor independent and self-supporting. The audience was also address by Mayor Richards, of Malden, and by Principal Smith. The exercises of the evening were delightfully intersperst with songs and piano music, and diplomas were presented to twenty-five young people who have completed the prescribed courses of study in commercial subjects and shorthand. Distinguisht among the latter is Loretta May Burgoyne, who completed with highest credit the school's normal course, preparing her for teaching Phonography. On Friday evening a reunion of the graduates was held, attended by over three hundred persons.

AMONG many schools that have recently introduced the Benn Pitman system are the following:

Convent of Notre Dame, East Boston, Mass.; Commonwealth School of Shorthand, Boston, Mass.; Stonewall Jackson Institute, Abingdon, Va.; Hazard Memorial School, Newport, R. I.; Richmond High School, Richmond, Ind.; St. Joseph's Convent, New Bedford, Mass.; Carthage High School, Carthage, N. Y.; Matawan High School, Matawan, N. J.; Grubbs Self-Help Industrial College, Campbell, Tex.; Mendota College, Mendota, Ill.; Columbia High School, Columbia, S. C.; Virginia Normal & Industrial Institute, Petersburg, Va.; St. Mary's School, Urbana, Ohio; Spalding College,

Spalding, Neb.; Wallace Business & Shorthand College, Denver, Colo.; St. Paul's Boys' School, Cincinnati, Ohio; St. Paul's Girls' School, Cincinnati, Ohio; St. Mary's School, McSherrytown, Pa.; Tulare High School, Tulare, Cal.; Academy of Notre Dame, Bourbonnais, Ill.; Freeport High School, Freeport, N. Y.; Inter-State Institute, Pittsburg, Pa.; Notre Dame Ladies' College, Montreal, P. Q., Canada; St. Michael's College, Winooski, Vermont; El Reno High School, El Reno, Okla.

## OBITUARY.

BENJAMIN F. BARNES.

On the evening of October 20, Benjamin F. Barnes died suddenly, of heart failure, in Washington, D. C., at the home of his father-in-law, with whom he was playing a



Benjamin F. Barnes.

game of cards at the time. Mr. Barnes had been in unusually good spirits and apparent good health up to the moment of his sudden taking off. Mr. Barnes was postmaster of the city of Washington at the time of his death. To this office he was appointed by President Roosevelt in June, 1906, after having served eight years in the White House—first under President McKinley as stenographer, executive clerk, and assistant secretary to the President, successively; then under President Roosevelt as assistant secretary to

the President. Mr. Barnes was a skilful writer of Benn Pitman Phonography, which he mastered by self-instruction in his seventeenth year. He was born in Yarmouth, N. S., in 1868. A somewhat extended account of his life is given in the PHONOGRAPHIC MAGAZINE for October, 1902.

#### WILLIAM TORREY HARRIS.

William T. Harris, fourth United States Commissioner of Education (from which office he retired in June, 1906, after seventeen years of service), died at his home in Providence, R. I., November 5, of heart disease, at the age of seventy-four. Before entering upon the duties of the most distinguished position in the educational affairs of America Dr. Harris had been for more than twenty years teacher, principal, assistant superintendent, and superintendent of the public schools of St. Louis. For more than a quarter of a century he edited the *Journal of Speculative Philosophy*, and for some years he lived in Concord, Mass., as head of the famous Concord School of Philosophy.

Dr. Harris was the author or editor of numerous educational texts, and of treatises on pedagogy, psychology, and philosophy. He was a linguist of unusual ability, and the latest work of his life was the complete revision, as editor-in-chief, of the new Webster International Dictionary, which has just made its appearance in print. It is by means of a system of condensation worked out by Doctor Harris himself that this great work has been able to keep pace with the rapid growth of the English vocabulary and to afford within the compass of a single volume adequate treatment of fully four hundred thousand words.

Doctor Harris was all his life a skilful writer and ardent advocate of Pitman phonography. He got his first knowledge of the system in the early 50's from the books of Andrews & Boyle, then published in Boston. Later on he kept himself fully abreast of all phonographic improvement by means of the books issued by various authors. To a correspondent of the PHONOGRAPHIC MAGAZINE he said, some years ago: "I have always used shorthand for my own private purposes. . . . I have been interested in all new systems of shorthand, but have looked in vain for any improvement over the Pitman system." On his first coming to St. Louis, just after leaving Yale College, as a young man of twenty-one, he opened a school of shorthand, calling it a "phonographic institute," and gave lessons to a considerable number of students, the most notable of whom was Joseph B. McCullagh,\* afterwards editor of the St. Louis *Globe-Democrat*.

Later, when he became connected with the public schools of St. Louis, he introduced the study of phonography therein, making St. Louis the second (Philadelphia being the first) of the large cities in which Phonography was regularly taught in the public high schools.

As a student at Yale, Harris took in Phonography the lectures of Prof. Chauncey A. Goodrich, the son-in-law of Noah Webster, the editor of the 1847 and 1859 revised and enlarged editions of Webster's Dictionary—the great work begun by Noah Webster, and of which Doctor Harris was himself the latest editor.

\*For portrait and biographic sketch, see PHONOGRAPHIC MAGAZINE, August 15, 1893, page 304.

[Learners' Department.]

HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

'... will sit ... you ... long," said ..., in her ..., sweet voice, putting her hand into that ... Edward.

"... will ..., Ned," said George, his elder brother, "school time ..., if ... father will permit ..."

Edward's brother George was 3 ... 4 years older than himself ... fine, hardy lad ... bold ... ardent temper. He was ... leader ... his comrades in ... their enterprises ... amusements. As ... his proficiency at study there was not much ... be said. He had sense ... ability ... have made himself ... scholar ... found ... many pleasanter things ... do that he seldom ... hold ... with his whole heart, ... fond was George ... boisterous sports ... exercises that it was really ... great token ... affection ... sympathy, when he offered ... sit ... long in ... dark chamber with his ... brother Edward.

As for little ... Robinson, ... was ... daughter ... one ... Mr. Temple's dearest friends. Ever since her mother went ... heaven (which was soon after Emily's birth) ... little girl had dwelt in ... household where we now find her. Mr. ... Mrs. Temple seemed ...



her as well as their own children; for (had daugh-  
 ter except nor would boys have known blessing  
 sister had not this gentle stranger come them  
 what it was. If could you Emily's face, with her  
 dark hair smoothed away from her forehead, you would  
 be pleased with her simplicity kindness,  
 might think that was somewhat grave for  
 child 7 years old you would not her  
 less for that.

[To follow Lesson X.]

brother George this little girl were  
 Edward's companions playmates while he  
 kept prisoner in dark chamber. When first bit-  
 terness his grief was over, he began feel that  
 there might some comforts enjoyments in  
 even for whose were covered with bandage.  
 "thank you, dear mother," said he, with only  
 few sobs; "you you George. You will  
 very kind father,—will not he  
 every!"

"Yes dear" said Mr. for, though in-

visible. Edward, he was standing close beside him.  
 'I will spend some hours every day with you as I  
 have often amused you relating stories adventures  
 while you use your own can I same now that  
 you are unable to read. Will this please you, Edward?"

"Very," replied Edward.

"Well, then," said his father, "this evening we  
 will begin a series of Biographical Stories I promised  
 you some time."

## CHAPTER II.

When evening came Mr. Robinson found Edward consid-  
 erably revived in spirits disposed to resign his  
 misfortune. Indeed, his figure as he was seen  
 by the firelight, reclining in a well-stuffed chair very  
 comfortable that many people might have envied him.  
 When a man's eyes have grown old with gazing at the  
 world does not seem such a terrible misfortune  
 to have them bandaged.

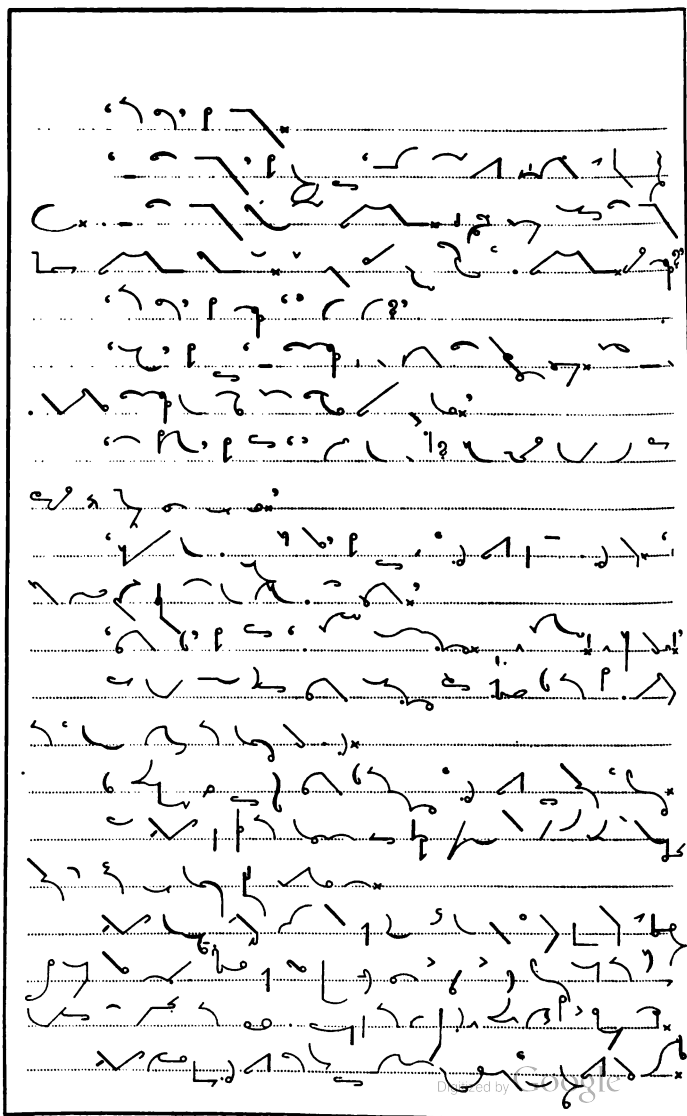
Little Robinson sat by Edward's side with his  
 accomplished nurse. As well as the dusky  
 chamber would permit, he watched his motions.

[In the Amanuensis Style.]

LAMBS' TALES FROM SHAKESPEARE.—Continued.

Handwritten musical notation on ten staves, featuring various notes, rests, and bar lines. The notation is dense and appears to be a single melodic line. The bottom right corner contains a faint watermark: "Digitized by Google".





[To be continued]

[In the Reporting Style.]

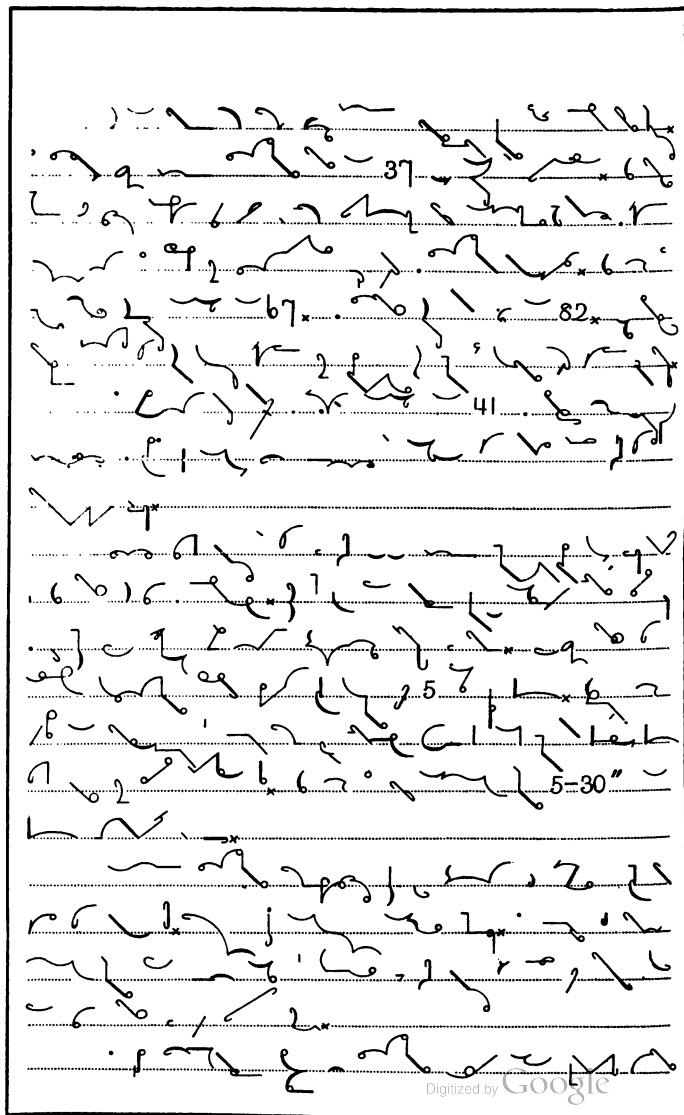
## TECHNICAL REPORTING.

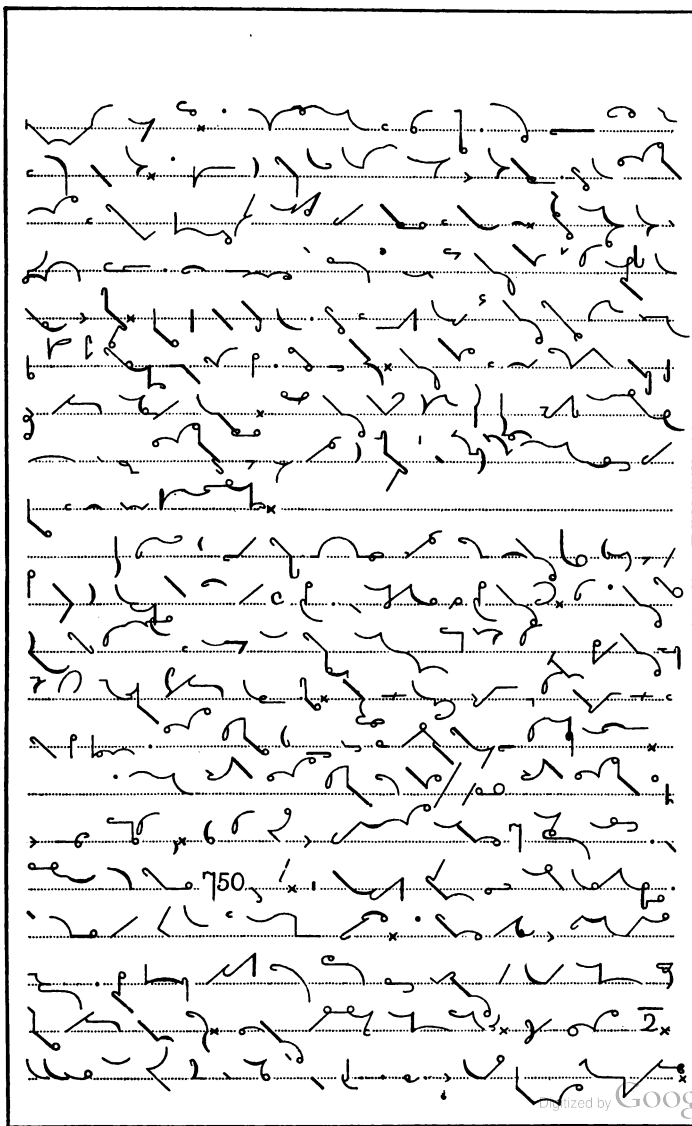
HOW THINGS ARE MADE.

### THE MAKING OF A COLD-DRAWN STEEL TUBE.

THE MAKING OF A COLD-DRAWN STEEL TUBE.  
IS A PROCESS WHICH INVOLVES THE USE OF A  
SPECIAL MACHINE, AND THE SKILL OF THE  
OPERATOR. THE TUBE IS FIRST DRAWN  
OVER A PILE, AND THEN PULLED  
THROUGH A DIE.

THE TUBE IS THEN HEATED IN A  
FURNACE, AND THEN COOLED IN  
WATER. THE TUBE IS THEN  
DRIFTED TO THE DESIRED SIZE,  
AND THEN TESTED FOR STRENGTH.  
THE TUBE IS THEN READY FOR  
USE.







[Reprinted, by permission, from *Scientific American* Supplement No. 1740, May 8, 1909.]

## THE MAKING OF A COLD-DRAWN STEEL TUBE.

### A DESCRIPTION OF THE SHELBY PROCESS.

That brass and copper can be readily drawn into tubular shape while cold seems to be a fact quite easily accepted by minds not trained in the possibilities of engineering; but that steel can with almost equal facility be drawn to any size or thickness without being heated, at least to redness, is a fact not so universally admitted. There is a lurking belief that the word "cold" is merely relative, and that it does not mean atmospheric temperature. It is hard for those who are not either engineers or makers of cold-drawn steel tubing to believe that a tube can be picked up cold from the floor and passed in a minute's time through the dies of the draw-bench, and be reduced perceptibly in both diameter and thickness by that operation.

That tubes are really thus made is exemplified daily in the works of the National Tube Company. By courtesy of that company we will give here a detailed explanation of the processes followed in the manufacture of Shelby seamless steel tubing.

### SEAMLESS PROCESSES.

The possibility of producing a homogeneous and ductile steel in large quantities is a comparatively recent achievement, and to it entirely we owe the remarkable development and success of the seamless steel tube industry in this country and abroad. The early efforts of experimenters who aimed at seamless tubes in steel show the influences of the old methods followed for the ductile metals, brass and copper. This analogy is inevitable. The first railway passenger cars were patterned after the carriages then in use, but they have gradually taken the form best suited to their functions and scope. The early steamboats were made as nearly as possible like sailing vessels, but now we have modified even the hull, so that almost the only analogy which remains is that both float.

So, in breaking away from the old methods of making brass and copper tubes, we find the expected steps of departure. What seems to be the first attempt to make seamless

tubes appears in 1837, under the English patent of Hanson. This provides a thick, short cylinder of cast-steel, which is raised to a very high temperature and placed in a matrix, and then by means of a hydraulic ram the metal is squeezed through a small orifice around a punch, a seamless tube being the result. This method, with a few modifications, was again patented in England in 1867. A similar process was patented by Elliot in 1882. Under this specification plastic or molten steel was to be forced hydraulically through a suitable orifice, so that a tube with the fibers arranged helically would be produced.

The swedging mill patented by Church & Harlow in England in 1841, and subsequently modified under patents issued to Mannesmann and Stiefel, had in view the more economical means of lengthening hollow billets of cast or drilled steel, preparatory to cold-drawing.

Sometimes solid bars of steel were drilled from end to end to make a tube-shape suitable for the cold-drawing operation, but this process was slow and expensive. There was a time, however, when bicycle tubing commanded in this country a price as high as two dollars a pound, and it was only on the strength of such a market that the early methods of production were practicable. One of the first attempted processes, while not successful for small tubes, has since been satisfactorily developed for tubes larger than five inches outside diameter; this is the cupping method, which consists in pressing a cup or cap from a flat plate and progressively elongating it into a tube by decreasing the diameter while it passes through a series of reducing dies. This method is practiced in the manufacture of tubes from five to thirty inches in diameter, and will be referred to again.

In making seamless tubes from cast-steel cylinders, it was found that the material was not homogeneous and developed blow-holes while being drawn. Furthermore, it was not uniform in hardness and texture. The cupped plates did not permit the manufacture of tubes in all commercial lengths or thickness, and the drilled bars yielded costs which were prohibitive even when selling prices were much higher than they are now.

The sudden and remarkable growth of the bicycle, several years ago, made seamless tubes necessary, not only at a comparatively low price, but primarily in large quantities; the early modes of manufacture were slow and tedious, and orders aggregating millions of feet were waiting to be filled. The outlook was bright, even if limited entirely to the field of the bicycle, and plans for seamless-tube mills were prepared at many points, chiefly in the regions where bicycles were being made. All these plans, nevertheless, failed to

show a simpler, quicker, and more economical means of securing what is now called the pierced billet, or the steel in suitable condition for passing to the draw-benches. Tubes had to be obtained, however, and plans were carried forward, with the piercing proposition left to care for itself, at least until the pressing demand could be partly satisfied, and experience gained by the way. Pierced billets were imported from Europe to be drawn down to the sizes required in this country for bicycles. As long as the piercing operation was left aside, it was a simple and relatively inexpensive matter to start a seamless-tube plant, and the natural result was a draw-bench or two here and there all over the manufacturing section, where tubes were made to meet the steadily increasing demand.

It was well known that greater production and lower costs would result from an improvement of the piercing devices then in use, and the much-sought object was finally developed by Mr. R. C. Stiefel and put into service as the Stiefel piercing machine. While the piercing process was being perfected, steel-makers were engaged in producing a uniform quality of mild steel which would permit satisfactory piercing and cold-drawing, and yield also a finished tube with all the required physical attributes. Both quests—for a machine to work and a steel to be worked—were practically satisfied at the same time, and seamless steel tubes then began to count as a respectable branch of the great steel industry in America.

#### THE MANUFACTURE OF SHELBY SEAMLESS STEEL TUBING FROM BILLETS.

Much of the success of Shelby seamless tubing is due to the excellent qualities of the steel used. This steel is shipped to the rolling mills in blooms seven inches square in section, and about six feet long, weighing approximately seven hundred and fifty pounds each. Before being rolled each bloom is carefully inspected for surface defects, and all irregularities are chipped off with pneumatic hammers. The blooms are then sent to the heating furnace, and after acquiring a suitable temperature are rolled from their square section to round bars, which vary in diameter according to the size of tubes required to be made from them. Some of the bars are six inches in diameter when finished; others are as small as two and one-half inches. For convenience in shipping, they are cut to lengths of about ten feet, and sent to the various tube mills on factory requisitions.

The piercing machines at each mill have different capacities, in sizes and quantities; the "rounds" must therefore be cut again into pieces which will furnish with the least waste

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JEROME B. HOWARD, EDITOR.

Vol. XXIII. No. 12. }  
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CINCINNATI, DECEMBER, 1909.

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## THE BUG THAT RUINS THE PHONOGRAPHIC CROP.

BY M. A. WALTER-REDMOND, BROOK-  
LYN, N. Y.

Since the publication in THE PHONOGRAPHIC MAGAZINE of my article on the life of Wm. Loeb, Jr., I have received many letters from different parts of the country asking me how I managed my school to develop students like Mr. Loeb. One and all voice the opinion that he must have been a *superior student* to enable him to make the record he has, and that the teacher must have played no small part in the program of evolution. The following will give a fair idea of the inquiries I have received, and I will answer all through the columns of THE PHONOGRAPHIC MAGAZINE.

*My dear Mrs. Redmond:*

I have read your article in the PHONOGRAPHIC MAGAZINE over and over to see if I could not make out something of your system of instruction which could develop such students as Wm. Loeb, A. H. Brainard, Harry Bates, and so many others of whom I have so often heard, but I get no light; and so I am writing to ask if you will not give some few facts about your teaching. I can not think it was because your students chanced to be more than ordinarily able, for I have had some exceptionally bright boys and girls, yet none have made brilliant records. My greatest difficulty has always been to get my pupils so taught that they can read their notes readily and transcribe them correctly. They can get up speed quickly and seemingly without effort, but their transcription is seldom correct, nor does their work on the machine satisfy me. Right here let me ask you what you do to overcome the almost universal fault of

not spacing between words. Also, How do you stop the habit of striking one letter over another to correct an error? Perhaps you will think me presuming to ask so much, but I am a teacher who depends entirely upon her work for the support of herself and three children, and thus needing much I dare much. I enclose postage for reply and shall be so grateful to you for any points which will help me in my work.

Most sincerely yours,

Let us take a special case: We have a student—a young man, bright, capable (seemingly) in every particular. He takes up the study of Phonography. We put him to learn the alphabet, and he soon masters it. How? In the only way, by studying each sign closely *and long*. Next comes the vowels, and he is soon reading and writing words. Again there is close and continued attention. Next we have him forming these words into sentences, and his interest increases with each lesson. The sentences are first read and then practised. They are, of necessity, very simple, and he can soon write them *rapidly* because he knows absolutely every single sign he is required to make. About this time, though it may be a little later, the bug appears. It is the SPEED BUG. He begins (often, alas, with your consent!) to “time” himself. From here on the diagnosis is easy and usually points to failure, either partial or complete—and the latter is far preferable to the former, for of all useless beings on earth a poor phonographer (if

one who is poor in phonography can be called a phonographer) is the poorest and most useless. He "finishes" the *Manual*. He writes 100 to 150 words a minute, and he transcribes them on the typewriter! But—and the but is so big and so loud that a simple capital fails to do it justice, and underscoring even has little effect—

Could you submit his transcript to an editor?

Could you send it to a business man?

Would you send it to a personal friend?

'The errors are many and glaring; but whose fault is it? Not his! Not yours, you say. Then I will tell you where to place it. Lay it to the speed bug; there is where it belongs. It is not a fault if neither of you is to blame.

Your student has "learned shorthand" (we have his word and yours for it), he can write 100 to 150 words a minute (again I take your united word), but he can not, at *any* rate a minute, transcribe his work correctly, or even with approximate correctness. Surely it is no fault, but a misfortune, that he has so wasted valuable time, getting no results for his labor.

Teacher, the fault is, in all likelihood, yours; you are the one to blame. *In all my twenty-five years of shorthand teaching I have never once timed myself or a student.* The other day a friend, watching my work upon the machine, asked, "How many words a minute do you write?"

I answered, "I do n't know."

"You do n't know!"

"No, I never timed myself."

He looked incredulous, and I could see that he had lost faith in my ability.

I do know, however, that I can turn off a large amount of work in a day, and that it will be so nearly correct that the most superficial reading only will be necessary; and the more rapidly I write the more nearly correct it will be. This is accounted for by remembering that the fingers are only the instruments of the brain, and the better one feels in a physical way the better in a mental way; and if the brain acts quickly the fingers will not fail to follow suit.

I know that when I start out to take dictation I get it *all*, and that I can read every word of it correctly either ten minutes or ten years afterwards.

Let us go back to our student. As I have said, when he reached the point of sentence-writing he began to "time" himself, began to work for speed. The SPEED BUG got into his brain, got into his fingers, got into his every thought, took possession of every desire, and ate up every other idea. He neglected form, he neglected position, he neglected neatness, he neglected everything but SPEED. Is it any wonder, then, that SPEED was all that he attained?

I am going to tell you now how I conducted my classes, among which was the class that held Wm. Loeb, Jr., so long secretary to the President, and now our capable Collector of the Port of New York.

When a prospective student came to me for the first time, he always asked certain questions, and my answers were always the same.

"Is phonography difficult to learn?"

"Not at all. It is extremely simple; otherwise it would not be practical."

"What system is the best?"

"I prefer Benn Pitman above all others, and I am familiar with all the leading systems."

"How long does it take to learn it?"

"That I can not answer, for it all depends upon your ability and upon the amount of *faithful* work you put upon it."

"How many hours a day do you expect me to devote to it?"

"As many as you can. If you enter the day school I expect six hours daily, five days in the week. The evening school calls for two hours daily, five days in the week if possible. If you are employed during the day, it is hardly fair to ask you to give every evening; but I shall expect you to do your best, as I shall do mine for you."

"Can I learn it in three months?"

"No."

"Can I get through in six months so as to take a first-class position?"

"In all likelihood, not, though it depends somewhat on what you mean by 'first-class.'"

"Do you guarantee positions?"

"If you take up shorthand with me and become proficient, so that I can unhesitatingly recommend you, I guarantee to find you a position and *place you in it*, but no teacher on earth can *honestly guarantee to keep you there*. If you become a perfectly competent phonographer, you will need no help to find work, *for the demand is far ahead of the supply, and always will be*. (This condition is largely because of the SPEED BUG.)

There were other questions asked, of course, but these are the material ones. Some applicants would become discouraged by so much of what looked to them like hard work, and they would depart (perhaps to some other school, that would

"guarantee" anything so long as the student could guarantee the cash), but the majority would enroll with me and get to work.

Do you care to take the course? Yes?

The alphabet is shown you, and you will be left severely alone until you have examined it and fully decided that you never can learn "those senseless marks." "Why, they are all just alike, or, any way, with so little difference that no ordinary person could possibly remember them." Just at this point I seat myself beside you and point out that each letter is a part of a circle or its intersecting lines. To be sure, the text-book tells you this, but you have been far too badly scared to notice it. Then you listen while I read and comment on the page of explanation, and, finally, you are told to copy the alphabet. This seems easy, and you go about it confidently, but rather scornfully. When you announce that you are ready your mistakes are pointed out to you and you are instructed to correct them. "Mistakes!" you say. Oh, yes, they are there, many of them. How should you know that it is phonographically a capital crime to make a *t* or *d* lean ever so little to one side? How could you know that it was sinful to let your letters grow larger and larger, or smaller and smaller, as you progressed? You know nothing of the diabolical ingenuity of the Inventor of Phonography, who could see a "ter" or "der" in a lengthened letter, or an added "t" or "d" in a shortened one. You are innocent and happy as yet, but it will not do to let you remain so. After a short time you are told coldly and unsympathetically that I can do nothing more for you until you know the

alphabet, and I leave you "to your own destruction," or salvation, whichever it may chance to be.

Some time the next day I drop casually into a chair beside you and say pleasantly, "I suppose you know the alphabet, so we will go on."

I explain the next lesson, and leave you to learn it in the same way. Not until you are writing words do I begin to dictate. Then I explain the lesson, help you with the first two or three words, and direct you to write out in **longhand** the exercise printed in your text-book in shorthand. When this is done I correct it and tell you to try again. Your first copy is left with you during the "try again" period only long enough for you to study your mistakes.

This "try again" is kept up until you have a perfect copy. I then take the text-book away from you and direct you to write in shorthand the words you have just transcribed. When this is completed, it is corrected, explained, and (after your examination and study) destroyed, and you are told to write and correct ten times. In doing this you use your longhand copy to write from and the text-book to correct from. I explain, too, that correct means **CORRECT**; and quite frequently students find that their ideas of correctness differ materially from mine, and because of this difference they earn ten more times of writing and ten more corrections. I want to say, too, that there is no difference shown between a bright and a dull student. If one particularly bright knows the lesson in five writings, he is not permitted to shirk the other five. I know he will be all the better a month hence if he is kept up to the line, and if he is sure with five writ-

ings he will be doubly sure with ten. A dull student will often write the lesson forty times before passing on to another. At any rate it is written until it is firmly fixt in mind, whether it be ten times or ten times ten.

Now I dictate the lesson slowly and carefully, watching every stroke—commenting, explaining, and correcting—and when your copy is completed you are directed to correct from the text-book. *This* is repeated ten times. Notice that thus far I have watcht your work and corrected as we went along. Now I seat myself at a distance from you and dictate slowly, and look at you only casually, once in a while. You may be surprised to hear me direct you to make a letter lighter, or straighter, or smaller, but as a rule I let you severely alone.

At the end comes the stereotyped order "correct," and this too is repeated ten times. The final writing over, I examine the work, and, if it comes up to my idea of "good," we proceed to the next lesson.

Thus we proceed through the text-book, absolutely without variation (except for reviews and examinations), and thus the good work goes on. Not once is there so much as a whisper about time. The one idea is to get each lesson *done* and get at the next, but you can readily see that such constant repetition brings sureness of knowledge, and this of itself must contribute to speed. The fingers are but instruments of the brain, and that is the motive-power of all work. *Know your work, and your fingers will do it.*

When we have finisht the *Manual* I give each student a page of my shorthand notes. (I use the hecto-

graph to take off copies.) This is read (generally in class) and written and corrected ten times, then dictated and corrected ten times. Perhaps you think all this very stupid; but it is not, for the delightful Bug, previously mentioned, is often caught sight of now, though it is strictly prohibited to name him. During my teaching days in Albany I was able to get the shorthand notes of that able phonographer, James N. Ruso, and great was the rejoicing when a new batch came in. Mr. Ruso writes beautiful shorthand, and we greatly enjoyed reading it. I consider that my system justifies itself when I state that my students who had just completed the *Manual* could read these notes readily, correctly, and with pleasure. Mr. Ruso is a man without a superior in the profession, and the notes he gave me were written in the regular round of his reporting work, and, so, written rapidly. That they were so wonderfully near perfection made them specially valuable to me. He does not use as many contractions as do many beginners, and he uses full outlines a great deal. The Speed Bug has a rival in the "Contraction Bug," though not a very powerful one. I once had a student tell me that "any one would understand 'per,' second position, to mean *persistent*." I could not see it so, and I do not think you will.\*

I was also able to obtain letters from different business firms, and as they were "the real thing" they proved valuable for dictation. In addition to the vast amount of short-

hand that the students were obliged to transcribe and then practise, I, of course, dictated matter which they had not seen written in shorthand; but everything was read and corrected.

They transcribed from my notes the entire "History of England," by Dickens, and Talmage's "Around the Tea Table." I am sure that even after all these years I could not find a student who would not laugh if I mentioned "Towzer and the Freezer."

Jimmy Brown, too, was a favorite; and often a weary student would say, "Oh, I am sure I have written this more than a million times already." When we had written from dictation for a reasonable length of time, we would read what we had written, the entire class taking part. One would read until another was called upon to continue, and as no one knew when his turn would come it behooved all to pay attention to business. We did not always read our notes on the day they were taken, but all notes were preserved, and often the class was called upon to read notes taken a month or more previously. It was a great advantage that the entire school (at different times, perhaps) had the same dictation, for every one could write whenever there was any dictation going on in the room. To be sure, there were different classes, according to ability (we never used the word speed), and each class at some hour of the day had dictation, suited exactly to its needs; but all who could take dictation at all were *permitted* to write at all times. This was a distinct advantage in many ways. First, the dictation was loud enough to reach every one of fifty or sixty students, seated at different tables in a large

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\* It seems clear that it was for just such pupils as this one that the famous wide-open "abbreviating principle" was created—"drop the terminations of long words."  
—Ed.



room. This eliminated the feeling of personality. I was not reading to any *one* student, and a backward writer was not embarrassed; for nobody knew (so long as he kept pencil moving) whether he was "getting it all" or not. Secondly, it was interesting; and, as no one was hurried, the story, or whatever it was, could be followed and enjoyed in company. Thirdly, it cured the idea, a most pernicious one, that quiet was necessary for work. The busy offices of to-day have no use for an employee who can work only when everything is still.

I have said that all who could take dictation at all were permitted to write. This may seem to some a loss of practise-time for the slower ones, but it was not. They took what they could, and they thus gained confidence in themselves; and often they would be happily surprised to find that they had really done very well.

Then, during the slow dictation, the writers who could do better had time to pay strict attention to position, form, etc., and so they too gained when out of their regular class.

In my teaching I never lost sight of a student's personality. I did not compel them all to think alike in everything, and if I found a student who could not think as I did in all things I tried to think a little as he did—that is, when I could consistently do so.

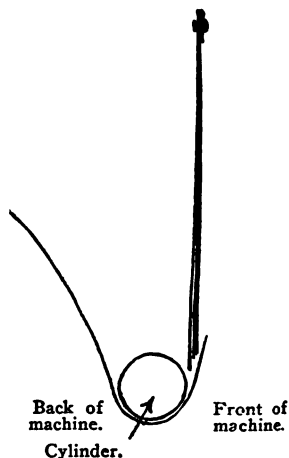
Once a student finished the course and took a position, he was not *out* of my mind but *off* my mind; for I knew he would keep it or get a better one. My work was pleasant; I had no worries. Of course money came to me, but so little was this the objective point that when I

married and thought of selling the school, I had to go over my books to say whether it was paying me or not. I was not running a school, I was teaching Phonography, and the men and women, former students who are to-day "high up," will bear me out in the statement that I did it and did it well.

### SIMPLE METHOD OF CORRECTING DOCUMENTS ON TYPEWRITER AFTER INSERTION OF EYELETS.

BY FOREST CLARK, MANILA, P. I.

Trouble is often experienced in correcting legal and other documents on the typewriter after the sheets have been fastened together



with eyelets, it being almost impossible to insert the document in the machine without removing the fasteners. This difficulty may be overcome by inserting a piece of paper in the machine in the usual

manner and allowing the top edge to project an inch or two above the carriage. Then place the bottom of the sheet of the document to be corrected between the *front side* of the cylinder and the piece of paper previously inserted in the machine. By revolving the cylinder *backward* the document will be carried back around the cylinder to the desired position without the least interference.

## MILWAUKEE MEETING OF THE WISCONSIN STATE ASSOCIATION.

The Wisconsin Commercial Educators' Association held its annual meeting in Milwaukee on November 27-28, in the rooms of the Spencian Business College. The first morning of the convention was devoted to routine business. In the afternoon O. T. Trenary, Kenosha, Wis., read a very able paper on "Thoughts Not on Our Course of Study," in which he vigorously attacked certain practises that have crept into the private school business, such as the employment of solicitors, guaranteeing positions, etc. This provoked an animated discussion, in which R. C. Spencer, A. V. Smith, Miss Abbie Brown, and others took part. This was followed by an address by H. C. Spillman, of the South Division High School, Milwaukee, on "Changing Conditions in Commercial Education."

The evening session took the form of a public meeting. R. C. Spencer gave the address of welcome. This was followed by an address by Carroll G. Pearce, Superintendent of the Milwaukee Public Schools. "The Business Man

and City Government" was discussed by Henry C. Campbell, editor of the *Milwaukee Journal*, and William G. Bruce, secretary of the Merchants' and Manufacturers' Association, spoke on "The Conservation of Business Energy."

On the second day several papers were read, one by R. F. Kennedy, Eau Claire, on "What Shall Private Schools Do to be Saved?" and one "How to Develop Business Intelligence in the Shorthand Department," by A. V. Smith, Milwaukee.

The convention adjourned after passing resolutions pledging itself to use every honorable means to place the private commercial schools on "a higher plane of excellence, and to discountenance all practises inconsistent with these aims and ideals."

## ANNUAL MEETING OF THE COMMERCIAL TEACHERS' ASSOCIATION OF INDIANA.

The Commercial Teachers' Association of Indiana held their annual convention at Indianapolis, November 26 and 27. The first day's program consisted of a general discussion of topics pertaining to commercial school management under the following heads: Dignified and Effective Advertising; Bookkeeping for Business College Offices; Office Devices and Equipment; Are We Meeting the Requirements of Employers? Length of Course and Tuition Rates.

Friday evening at seven o'clock a bounteous repast was enjoyed at the Commercial Club; the luncheon being informal. After the informal dinner an address was made by Rev. Frederick E. Taylor, his subject being "The Young Man in Business."

A round-table talk led by Enos Spencer, of Louisville, Ky., then followed.

The Saturday morning session was held at the Central Business College, and the following subjects were discussed: "Methods of Teaching Bookkeeping," led by M. H. Lockyear. "Methods of Teaching Commercial Arithmetic," by E. G. Kayser. "Methods of Teaching Typewriting," by Mrs. M. M. Lain. "Systematic Dictation," by S. H. East. "Spelling, Punctuation, and English," by Mrs. K. H. Isbell.

The afternoon session was a business meeting. The officers elected for the ensuing year are Mrs. K. H. Isbell, of Terre Haute, president; E. G. Kayser, of Indianapolis, vice-president; Geo. F. Boehne, of Evansville, secretary and treasurer.

#### THE ST. JOSEPH CONVENTION OF THE MISSOURI VALLEY COMMERCIAL TEACHERS.

The third annual meeting of the Missouri Valley Commercial Teachers' Association, held at St. Joseph, November 26-27, opened in the Assembly Hall of the Public Library Building at 10 A. M. Friday.

An address of welcome was tendered by Supt. J. A. Whiteford, of the public schools of St. Joseph, to the visiting teachers, in which he pointed out the many opportunities of the commercial teacher for preparing young people not only for a business profession but for good citizenship. L. H. Hauson, of Hutchinson, Kansas, responded.

The President's address was an inspiring and entertaining talk, congratulating the teachers on the splendid condition of the schools. Mr. Rusmiser said in part: "If we stand for anything in such gather-

ings as this we stand at all times for a course of instruction long enough to enable us to furnish a mental development and discipline in our students that shall have a lasting value. They should be masters of the things they pretend to know, and not smatterers. We must not put the *position* our students are to get, in a very short time, ahead of the education they are to receive. Of all school graduates ours are the ones that need the power of expression strongly marked. In the high school our pupils come to us too young to take up a short course, and four years is not too long to allow for proper mental development. In private schools, where the pupils are more mature, and possess a fair education, it seems to me the time should, at the very least, be one year or more. Let us all stand for better and more thorough work, which will reflect credit upon our schools as well as upon our pupils."

The subject, "Touch Typewriting, a Fallacy, a Delusion, and a Snare," was admirably handled by Miss Jessie A. Davidson, of Huff's School, Kansas City, Mo. Miss Davidson is a splendid touch operator and one of the best teachers of touch writing in the country. She pointed out the fact that the "fallacy, delusion, and snare" was in the poor teaching of the subject, that many teachers believe they are doing everything necessary when they have covered the keys and told the student how to put the paper in the machine. She gave practical suggestions of *how* and *what* to give the student in order to make a good touch operator of him, and said that, in order to get results, the teacher himself should be a touch operator.

"Business Writing of Today;

What to Teach, How to Teach, and How to Get Results," by Francis B. Courtney, Cedar Rapids, Iowa, was a masterpiece. The originality, thoroughness, and exactness with which he handled every detail in the teaching of the subject, and his clever illustrations, showed his wonderful mastery of this subject. He also entertained the teachers with blackboard work, showing many specimens of handwriting, asking the audience to dictate names of members, which he wrote upside down and backwards at the same time.

F. J. Kirker, of Central High School, Kansas City, Mo., read a paper on the subject, "Should Shorthand be Taught in the High School?" He suggested that we take into consideration the cultural value of shorthand.

P. B. S. Peters, Manual Training High School, Kansas City, Mo., gave "Some Observations Concerning Work in High Schools." He stated that a training in shorthand is equal to a four years' course in any language.

Hon. Walter Williams, Dean of the School of Journalism, State University, Columbia, Mo., addressed the teachers on the subject, "For the Life That Now Is." He urged that young people should be taught the value of time; that it cannot be begged, borrowed, or bought. He said we select our teachers for what they know about books. We should select teachers for what they know about boys and girls. Even a specialist may be too special.

Mr. Charles C. Staehling, of the State Normal, Warrensburg, Mo., read a paper on "The Preparation of Commercial Teachers by State Normal Schools." Every teacher should have the preparation and training that will produce results.

The aim of the teacher is the education of the youth—to prepare him for life. Sympathy, truth, and enthusiasm are essential qualifications. The teacher must be a leader and adviser. He must be master of his subject. Every true teacher will make constant effort to add to his store of information. The richer the source from which he draws, the more effective will be his teaching. The commercial instructor must be a thinker. It is important to know how, as well as what, to think. Education does not make men and women, it merely develops them. The great teacher is born. Methods are a means to an end which the student, while he should feel the effect of them, should never see.

G. A. Rohrbough, of Omaha Commercial College, read a paper on "English, Its Relative Importance in a Business Course." He appealed to the teachers to encourage the use of good text-books for the English classes in business schools.

James M. Irvine, editor of the *Fruit Grower*, St. Joseph, talked on the subject, "What a Business Man Expects of a Stenographer." He said: "There is a great field for good stenographers. They are rare. The really good stenographer gets a good salary; the indifferent one, the one who has not been properly trained, does not. A good stenographer can make or mar a good business letter. She must dress properly, must be thorough in spelling, punctuation, and paragraphing. She must have common, every-day English. She must realize that she is a part of the institution in which she is employed." Mr. Irvine closed by saying that the average business man expects more of his stenographer than he himself knows.

In speaking of "Some Bumps That Have Bumped Me," F. A. Keefover, of Blue Rapids (Kansas) High School, said some practical things about making your credit.

W. M. Bryant, of Lincoln, Nebraska, gave a paper on "Should a Bookkeeper Be Simply an Accounting Machine?" He appealed to the teachers to so train their students that they will be more than accounting machines.

"Why Not Be Honest?" was the subject handled by Geo. E. Dougherty, of Topeka, Kansas. He said, in part: "The teacher is not doing his full duty by his students unless he assists them in character building. We are at the business of training young people for business. Hold up a high standard and help them to attain it. A high standard helps young people make the most of themselves—helps to develop common sense. Urge him to stay with his subject until he is thoroughly qualified. Awaken his ambition and help him to make good, and then demand fair treatment for our graduates from employers."

A vote of thanks was extended Otis H. Blaisdell for his excellent exhibition of touch typewriting. He established a world's record, writing a total of 6434 words in one hour, with fifty errors, making a total, net, of 103 words a minute.

C. C. Carter, Messrs. Winters, Kerby, Keefover, Gifford, Howe, and J. A. Lyons took part in the round table discussion.

C. E. Birch led the rapid calculation contest. J. Clarence Howe, of Wichita, Kansas, received the prize, ten volumes of Kipling's works, donated by J. A. Lyons & Co., Chicago.

The Association dinner at the Hotel Robidoux on Friday evening was the social event of the meeting,

and more than 130 members and guests were present. C. T. Smith, of Kansas City, was toastmaster. R. P. Kelley, R. Scott Miner, and Messrs. Lobaugh, Hootman, Courtney, DeArmond, Whiteford, responded.

Geo. E. Dougherty, of Dougherty's Actual Business School, Topeka, Kansas, extended an invitation to the Association to hold the next convention in Topeka, which was accepted, and after a few remarks by the new president the meeting adjourned.

The officers elected for the ensuing year were: President, C. E. Birch, High School, Effingham, Kansas; vice-president, W. M. Bryant, Nebraska Business College, Lincoln, Nebraska; secretary-treasurer, Eva J. Sullivan, Manual Training High School, Kansas City, Missouri.

## EDITORIAL.

### THE EMBLEM.

SOME more excellent sketches and suggestion for the emblem design have been sent in by J. Joseph Kelley, Pine Bush, N. Y.; J. E. Harding, St. Louis, Mo.; Margaret Bocklage, Palmyra, Mo.; and Maye Morris, Oxford, Ohio.

The lists will be open till the first of January to all comers who wish to offer designs for a pin or button emblem, suitable to be worn by writers of the Benn Pitman system, in competition for a prize of ten dollars. The first pin or button issued will be given to the winner of the prize, whose name will be announced in the January issue of the MAGAZINE.

## CORRESPONDENCE.

### AN ORIGINAL IDEA.

1422 NORTH FIFTY-THIRD STREET, }  
PHILADELPHIA, October 31, 1909. }

In looking over the current issue of the PHONOGRAPHIC MAGAZINE, I am struck by the learner's department, on page 271. The idea of printing a complete story, using longhand for those words that the learner has not yet learnt to write in phonography, is a new one to me. It is a wonder that it has never been used before, and if it is original with you you certainly deserve credit for introducing it.

This is another way of encouraging the student to feel that he really is able to do something—that he is making progress. The *Amanuensis* makes a good impression along the same line because the student feels that he can do real work when he has gone through but a comparatively short part of the book.

J. T. A. HOSBACH.

### THE VALUE OF EAR-MEMORY.

MILFORD, OHIO, October 17, 1909.

I thank you very much for the pamphlet of *Progressive Dictation Exercises*. They were just what I had been groping for ever since beginning to teach. The very first exercise opens the eyes of many a self-confident student to the fact that his apparent ease and facility at reading his notes is but the unconscious prompting of memory. He has *seen* the book exercises. He only *hears* the dictation exercise. And in most persons the memory is quicker and more accurate upon things seen than upon things heard. Ear-memory drills are a part of my regular teaching of shorthand. When fingers tire from lengthy dic-

tation, long sentences are rapidly read for immediate verbal repetition. Great variation exists among students in their ability to get a mental grasp upon matter read aloud. He who fails to grasp of course can not retain, and his sole salvation rests in keeping his speed upon the very heels of the dictater.

OLIVE MAE HUNSAKER,  
Certificated Teacher.

### THE NEW REPORTING ABBREVIATING PRINCIPLES APPROVED.

WASHINGTON, D. C., }  
December 3, 1909. }

I wish to give expression to the feeling of satisfaction that I experienced on reading the announcement on page 286 of the November issue of the MAGAZINE. With one or two exceptions, the use of the half-length *n*-stroke to represent *-ment*, as illustrated in the first paragraph of the page referred to, is confined to words of comparatively long outline—words requiring but the addition of a single stroke to distinguish the noun from the adjective.

In reference to the second paragraph, permit me to add that this particular departure from the otherwise well-established rule respecting the formation of outlines to represent the syllables noted, is, in my opinion, one that cannot be looked upon with other than the highest favor. I have used some of the strokes presented, but always with the consciousness that I was violating the "Law," and with a mental apology; and I feel that I am not alone in believing that there will be widespread gratification at the suggestion indicated in your November issue.

F. C. WEEMS,  
Certificated Teacher.

## ANNOUNCEMENTS.

**NATIONAL COMMERCIAL TEACHERS' FEDERATION.—PROGRAM OF THE FOURTEENTH ANNUAL MEETING.**

**9.30 A. M.—Tuesday, Dec. 28, 1909.**

Invocation—Rev. Edmund Booth Patterson, Pastor Trinity M. E. Church, Louisville. Address of Welcome by Hon. W. O. Head, Mayor of Louisville.—Greeting by F. C. Nunemacher, President of the Louisville Board of Trade.—Response by A. D. Wilt, Dayton, Ohio, President Miami Commercial College.—President's Address. General Secretary's Report.—Treasurer's Report.—General Executive Committee's Report.—New and Unfinished Business.

**8 P. M.**

Allen R. Foote, Columbus, O., President International Tax Association and Commissioner Ohio State Board of Commerce, "The Value of Scientific and Accurate Accounting."—H. M. Rowe, Baltimore, Md., President Sadler-Rowe Company, "The Need of Improvements in the Business Course."—Open Forum for discussion of papers and such other matters as may be brought before the meeting.

**2 P. M.—Wednesday, Dec. 29.**

Wm. Allen Dyer, Syracuse, N. Y., Vice-president and General Manager Smith Premier Typewriter Company, "American Business College and Its Product in Many Countries."—R. A. Brubeck, New London, Conn., principal New London Business College, "A Reconstructive Suggestion."—General discussion of Papers.—Unfinished and New Business.—Selection of Next Place of Meeting.—Election of Federation Officers.

**8 P. M.**

Address by Col. Geo. Soule, President Soule Commercial College and Literary Institute, New Orleans, La.—Open Forum for the discussion of such questions as may be introduced.

**9 A. M.—Thursday, Dec. 30.**

H. E. Read, Peoria, Ill., Brown's Business College, "Teaching Salesmanship in Commercial Schools."—B. F. Williams, Des Moines, Iowa, President Capital City Commercial College, "Business Education of the Future."—Open Forum for the discussion of papers and such matters as may be introduced.—Unfinished Business and Closing.

**NATIONAL SHORTHAND TEACHERS' ASSOCIATION.—PROGRAM OF LOUISVILLE MEETING.**

**2 P. M.—Tuesday, Dec. 28, 1909.**

President's Address and Secretary's Report.—Appointment of Committees.—New Business.—"Today's Conditions in Shorthand; Training Students to Meet Them," Mrs. E. M. Platt, Platt's Commercial College, St. Joseph, Mo.—"Common Sense versus The Theoretical," R. L. Davis, Oklahoma Shorthand School, Oklahoma City.—"How to Interest and Instruct the Dull Student in Shorthand," Mrs. L. T. Codington, Chicago Business College, Chicago, Ill.—"A Practical Method of Teaching the Principles of Shorthand by Phonograph," F. E. Granger, The Granger Business Schools, Aberdeen, S. D.—General discussion after every paper.

**9 A. M.—Wednesday, Dec. 29, 1909.**

"Matter and Methods for Beginning Dictation," M. M. Lain, Lain Business College, Indianapolis, Ind.—"Ways and Means of Providing Dictation in Class at that Rate of Speed which will Secure for Each Individual the Greatest Rapidity and Accuracy in Taking and Transcribing Notes," James R. Lingle, Union Business College, Philadelphia, Pa.—"Shorthand and Its Affinity," Mary S. Horner, Waterloo Business College, Waterloo, Iowa.—"How to Develop Business Intelligence and Common Sense with Dictation and Transcript Work," Frank H. Arnold, Crawfordsville Business College, Crawfordsville, Ind.—General discussion after every paper.—"Correlating Practical Training in Grammar and Punctuation with Dictation and Transcript Work,"—Round Table.

**1.30 P. M.—Thursday, Dec. 30, 1909.**

"Why Some Stenographers Fail to Get and Retain Positions," Alice M. Owen, Employment Department, Smith Premier Typewriter Company, Kansas City, Mo.—"Some Ways in which the Shorthand Graduate May be Made More Efficient," Mae Lewis, Shelby Business College, Shelbyville, Ill.—General Discussion of the papers.—"Earning while Learning in Model Office."—Arthur C. Minter, Draughon's Practical Business College, Atlanta, Ga.—General Discussion on model office work.—"Touch Typewriting, Correctly Taught, is Practical," Geo. E. Dougherty, The Actual Business Training School, Topeka, Kansas.—General Discussion on the papers.—Report of

Typewriter Keyboard Committee.—Report of other Committees.—Election of Officers.—Final Business.—Adjournment.

**NATIONAL SHORTHAND REPORTERS' ASSOCIATION.—RULES FOR THE GRANTING OF SPEED CERTIFICATES AND FOR THE TROPHY CONTEST FOR ACCURACY AND SPEED, TO BE HELD AT THE MEETING IN AUGUST, 1910.**

I inclose herewith a copy of the rules which are to be used in the Shorthand Contest to be held before the National Shorthand Reporters' Association next August.

The Committee has prepared the rules thus early in the hope that they will be generally known and that there will be a large number of candidates at the contest next year.

EDWARD H. ELDRIDGE,  
*Secretary Contest Committee.*  
SIMMONS COLLEGE, BOSTON.

[Inclosure.]

1. The Trophy Speed Contest and examinations for speed certificates will be open to all, members and non-members alike, and no entrance fee will be charged.

2. The names will be taken of only such contestants as hand in finished transcripts, and no mention will be made of any who may choose to withdraw from the contest after the readings have been completed.

3. All transcripts thrown out by reason of too great a percentage of errors will be returned to the writers, together with the notes, and no mention of such work will be made in the report, neither will any information concerning same be given out by the committee.

4. The readings at all speeds will be five minutes each, with a short interval between each speed.

5. The readings for speed certificates will be at 150 and 175 words per minute, together with the three speeds used in the Trophy Contest.

6. The matter used in the 150-word and 175-word tests will be "straight matter," by which is meant a literary selection, address, sermon, essay, editorial, or the like, but will not be a judge's charge.

7. Two hours will be allowed for the writing out of any selection chosen for a speed certificate.

8. No transcript for a speed certificate

will be considered which has more than five per cent of errors.

9. The readings for the Trophy Contest will be at 200, 240, and 280 words per minute.

10. The matter for the 200-word test will be "straight matter," of a character similar to that used for speed certificates.

11. The matter for the 240-word test will be a judge's charge.

12. The matter for the 280-word test will be testimony, and Q's and A's will be read and counted.

13. Each contestant for the trophy must take and hand in transcripts of all three speeds.

14. If a contestant for the trophy shall, on any speed, make more than ten per cent of errors, his transcript on that speed will be thrown out. If, however, the same contestant shall make a figure on the 280-word test higher than the present record (262 words per minute), such figure will be announced by the committee.

15. In any transcript each word added to, omitted from, or changed from the original will be counted as an error.

16. Six hours will be allowed for the writing out of the three speeds used for the Trophy Contest, but the transcript of at least one speed must be handed to the committee at the expiration of two hours.

17. Transcripts will be corrected by the committee in such a manner as to make it impossible for them to know whose work is being examined until the entire labor of correction has been completed.

18. The notes and transcripts of all contestants making less than ten per cent of errors will be held by, and subject to, the orders of the committee.

19. The method of deciding the result of the Trophy Contest will be as follows:

Each contestant will be given his percentage of accuracy on each of the three speeds—these percentages will be added, and the person having the highest total will be declared winner.

20. The winner of the trophy shall hold same in trust for the National Shorthand Reporters' Association for the term of one year, or until the next contest held under the auspices of the Association.

21. The trophy shall carry with it the title, "Champion Shorthand Writer of the World."

22. All decisions of the committee, made under these rules, shall be final.

J. N. KIMBALL, New York, *Chairman.*

CHAS. H. REQUA, Brooklyn.

GEORGE A. MCBRIDE, Philadelphia.

FRANK H. BARTOL, Washington.

FREDERICK J. ROSE, Chicago.

WALTER M. SCOTT, Lima, O.

I. C. LOWE, Minot, N. D.

EDWARD H. ELDRIDGE, Boston, *Secretary.*



**DOTS AND DASHES.**

**A MEETING OF THE STANDARDIZERS.**—On the evening of November 6 about thirty Massachusetts shorthand reporters, chiefly members of the National Shorthand Reporters' Association, dined together at the Crawford House, Boston. Thomas Bengough, of Toronto, delivered an address on the work the National Association is doing, with especial reference to the standardization of shorthand. Dr. Edward H. Eldridge, of Simmons College, W. P. Kidder, of Boston, and Charles N. Roberts, of New Haven, secretary of the committee on legislation of the National Association, also spoke.

**"TABULAR VIEWS OF UNIVERSAL HISTORY."**—This admirable work presents a synchronous tabulation of the important events of universal history so displayed as to give to the inquirer a ready means of reference. To the reporter, whose knowledge must be broad if not deep, the possession of a well-selected reference library is a matter of first importance. In the course of the working day it must often happen that the name of a person or place or event must be verified with exactness, or a date ascertained authoritatively. Often this must be done by clues—one thing leading to another—and it must be done quickly. For such purposes "Tabular Views" will often afford timely helps. Its usefulness to the serious student of history is obvious. G. P. Putnam's Sons, \$2.50.

**THE THIRTY-FOURTH ANNUAL CONVENTION OF THE NEW YORK STATE STENOGRAPHERS' ASSOCIATION.**—This meeting will be held on the 29th and 30th of this month in the

rooms of the Court of Claims, in the Capitol building, at Albany, N. Y. It is announced that matter of great importance to the members will be considered. The Ten Eyck Hotel is designated as the headquarters, and the banquet will be given on the evening of the 30th.

**ACCURACY IN LEARNING SHORTHAND.**—At the Salem meeting of the New England Commercial High School Teachers' Association, in October, Henry J. Clark read an excellent paper on "How to Obtain Accuracy in Shorthand." After speaking in deprecation of the fact that there is too often but little in common between the shorthand and typewriting departments in schools in which shorthand writers are educated, and in support of the proposition that "the true value of the dictation given in the shorthand room can only be obtained by transcription," Mr. Clark said, in part:

From the outset the teacher should insist on beauty of outline, perfection of slope and curve, correctness of position, bending every energy of himself and the pupil to the attaining of these points, and making no attempt at speed until assured that the foundation warrants it. Coupled with this the dictation should be, from the outset, along broad and varied lines; not confined to ordinary business matter, but such as will impart useful information and build up the mind. Among the subjects I dictate to my own classes are: specifications for different kinds of materials and supplies, biography, history, select fiction, selections from the best writers (prose and poetry); for more lengthy and continued dictation, elementary chemistry, elementary geology, elementary astronomy, political economy, practical morality, language, and many other subjects. Considerable time is devoted to court work, and this branch of dictation I find most valuable for increasing speed, the heavier subjects giving accuracy. To give court work as it should be is rather a hard task on the teacher, as question and answer should be given by different instructors in different parts of

the room, to accustom the ear of the pupil to catch readily the matter dictated. This means two copies, and, in preparation for this season's work, I have found it necessary to write considerably over two hundred and fifty thousand words of court cases, in duplicate. But if interest in the study of shorthand is to be maintained, if accuracy is to be obtained, the teacher must be prepared to sacrifice a great deal. . . . The instructor who sits in his chair or only leaves it for board work, or who moves automatically around dictating in a sing-song tone of voice, can never make a success. Personal attention to each pupil and enthusiastic work are absolutely indispensable. Often in an apparently slow or lethargic pupil there lie great possibilities, but he must be aroused, he must be interested; as heat passes from one body to another, so must the enthusiasm of the teacher pass to the pupil.

**THIRD ANNUAL MEETING OF THE NEW ENGLAND BUSINESS COLLEGE MANAGERS' ASSOCIATION.**—This meeting was held November 27 and 28 in the new rooms of the Woonsocket (R. I.) Commercial School. Members were present from all the New England states. The forenoon of Friday was given to a reception at the Woonsocket Commercial School and to an inspection of the rooms and equipment of the school. After the annual address of President W. P. McIntosh, of Haverhill, papers were read and addresses made by A. J. Park, Woonsocket; E. D. McIntosh, Lawrence; S. McVeigh, North Adams; Francis Allen, Fall River; W. S. Rogers, Fall River; C. W. Jones, Brockton; and J. H. Hesser, Manchester. At the business session on the second day A. J. Parks was chosen president; F. G. Allen, vice-president; E. D. McIntosh, secretary and treasurer; and W. S. Rogers, member of executive committee.

## PERSONAL.

**HARRY KILGORE**, official shorthand reporter of the courts of Boyd, Greenup, and Lawrence counties, Kentucky, is a self-instructed writer of Benn Pitman phonography.

**LUTHER B. D'ARMOND**, formerly president of the Bristol (Tennessee-Virginia) Business College, is now associated with Robert A. Grant in the conduct of the Specialists' Educational Bureau, Webster Groves, St. Louis. His thorough training as a commercial-college man will lend strength to the Bureau, which makes a specialty of bringing schools employing commercial teachers into communication with the right men and women.

**ROBERT C. SPENCER**, the honored patriarch of the commercial educators, intends to be at the Louisville



*Robert C. Spencer.*

convention of the Federation this month. Although now past eighty, Mr. Spencer is in remarkable health and vigor, mentally and physically. In November he attended a national civic convention, of nearly a week's duration, in Cincinnati, and was among the most interested and

enthusiastic of the delegates present. At that time we had the privilege of reading a letter, written a year ago by Mr. Spencer's personal physician, and we take the liberty of reproducing it here, knowing full well that it will be read with especial satisfaction by all friends of education, since it gives solid support to the hope and reasonable expectation that Mr. Spencer's life of usefulness may be prolonged for some years:

604 GOLDSMITH BUILDING,  
MILWAUKEE, WIS., Aug. 8, 1908.

MR. ROBERT C. SPENCER,  
MILWAUKEE, WIS.

*Dear Mr. Spencer:*

My conclusion as to the condition of your health based upon examination of a few days ago is that I find no evidence of disease affecting any organ or tissue of your body. There is an excess of adipose tissue which it would be well to lessen by a slight reduction of liquid and sugar taken. I understand that your usual weight is about 265 pounds. The blood-vessels, at least in such places as they are palpable, are remarkably free from the hardening process common to advanced age. There are no symptoms of Bright's disease or diabetes. There is an exhibition of much mental and physical vigor. It is not possible to predicate even proximately the duration of life in a given instance, but I think one cannot avoid the conclusion that it bids fair in your case to be prolonged, barring accident. I cannot help being impressed with your unusual health and vigor.

Very truly yours,  
DR. W. F. BECKER.

### SCHOOLS AND TEACHERS.

AMONG many schools that have recently introduced the Benn Pitman system are the following:

Trappe High School, Trappe, Md.; Arizona Business College, Tucson, Ariz.; Marion Business College, Marion, Ind.; Glassboro High School, Glassboro, N. J.; Arthur Hill High School, Saginaw, W. S., Mich.; Powell County High School, Deer Lodge, Mont.; St. Patrick's School, Pottsville, Pa.; St. Mary's School, Rushville, Ind.; Young Men's Christian Association, Columbus, Ohio; Rochester High School,

Rochester, N. H.; Spring Hill Jesuit College, Mobile, Ala.; Young Women's Christian Association, Indianapolis, Ind.; Florence University, Florence, Ala.; Rath Hargrove Institute, Key West, Fla.; Conway Hall, Dickinson College, Carlisle, Pa.; Young Men's Christian Association, Milwaukee, Wis.; East Douglas High School, East Douglas, Mass.; Notre Dame Academy, Springfield, Mass.; Gloucester City High School, Gloucester City, N. J.; Boston Correspondence School, Boston, Mass.; Cushing Academy, Ashburnham, Mass.; Sacred Heart School, Oakland, Cal.; Sallaz Academy, Redford, N. Y.; Annunciation School, New York, N. Y.; Mrs. A. R. Drake's School of Shorthand & Typewriting, Newark, N. Y.

### OBITUARY.

W. I. TINUS died at the Alexian Brothers' Hospital, Chicago, on the afternoon of December 2, following an operation on the forenoon of the same day for the relief of an enlarged thyroid gland. Mr. Tinus was well known and highly respected by the shorthand and commercial school men not only of Chicago, but of the country at large, having served the National Shorthand Teachers' Association both as secretary and president. During his career as a teacher of shorthand he was prominently connected with several of the leading Western schools, among them Greer College, Hoopeston, Ill., the Northern Indiana Normal School (now Valparaiso University), Valparaiso, Ind., the Chicago Business College, and finally the Central Business College, of Chicago, of which school he was part owner. Failing health forced his retirement a year or more ago. His upright and amiable character won for him a large circle of warm friends, to whom his death is a profound shock and grief. The remains were interred, December 4, at Bloomfield, Iowa, the home of the family of his devoted wife.

[Learners' Department.]

## HAWTHORNE'S BIOGRAPHICAL STORIES.—Continued.

expression his face tried anticipate her patient's wishes his could utter them. Yet was noticeable that child manifested indescribable disquietude whenever fixed her bandage; for, her simple affectionate heart seemed as if her dear friend Edward was separated from her because could not his friend's tell us many things could never spoken

George, likewise awkward, confused, as stout healthy boys accustomed in society sick afflicted. Never having felt pain sorrow abashed, from not sympathize with sufferings others.

"Well dear Edward," inquired Mrs. "is your quite comfortable has your little nurse provided for your wants? If your father is begin his stories."

"I am very well now," answered Edward, with faint smile, ears have not forsaken though good for pray, dear father, begin.

I was Mr. Temple's design tell children series true stories incidents taken from

childhood... eminent people. Thus he hoped  
 bring George Edward into closer acquaint-  
 ance with famous persons have lived in other  
 times showing that been children once.  
 Although Mr. was scrupulous relate what  
 was founded fact, yet he felt himself liberty  
 clothe incidents his narrative in new coloring,  
 that his auditors might understand them better.  
 'first story," said he, "shall about painter  
 er pictures."

"Dear I cried Edward, with 'am afraid  
 shall never pictures any more."

"We will for best," answered his father.  
 "In mean you must try things within your own  
 mind."

Mr. then began following story:—

BENJAMIN WEST.—BORN 1738. DIED 1820.

In year 1738 there into world, in town  
 Springfield, Pennsylvania Quaker infant, from  
 whom his parents neighbors for wonderful things  
 famous preacher Society Friends prophesied

about little Ben foretold that he would \ one \ . . most remarkable characters that | appeared \ . . / since \ . . days \ William Penn \ . . this account \ . . ) \ . . many people were fixed upon \ . . Some \ his ancestors | won great renown in \ old wars \ England \ France; | was probably expected that Ben would become \ . . preacher \ . . would convert multitudes \ . . peaceful doctrines \ . . Quakers. Friend West \ . . his wife were thought \ . . very fortunate in having such \ . . son.

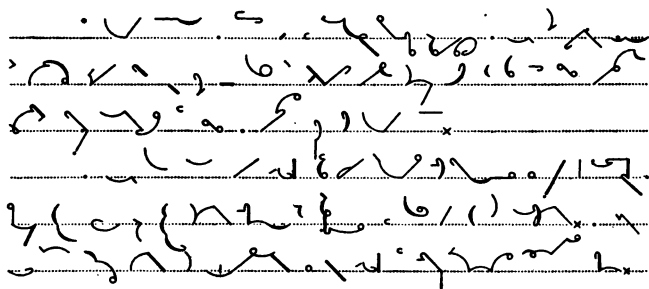
[To follow Lesson XII.]

Little Ben lived \ . . / \ . . six years without doing anything that \ . . worthy \ . . told \ . . history \ . . one summer afternoon \ . . his seventh year, his mother put \ . . fan into his hand \ . . bade \ . . flies away from \ . . face \ . . little \ . . fast asleep \ . . cradle \ . . then left \ . . \ . . waved \ . . fan \ . . fro \ . . drove away \ . . buzzing flies whenever \ . . impertinence \ . . near \ . . baby's face. When \ . . flown \ . . window \ . . into distant parts \ . . he bent over \ . . cradle \ . . delighted himself with gazing \ . . sleeping infant \ . . indeed \ . . very

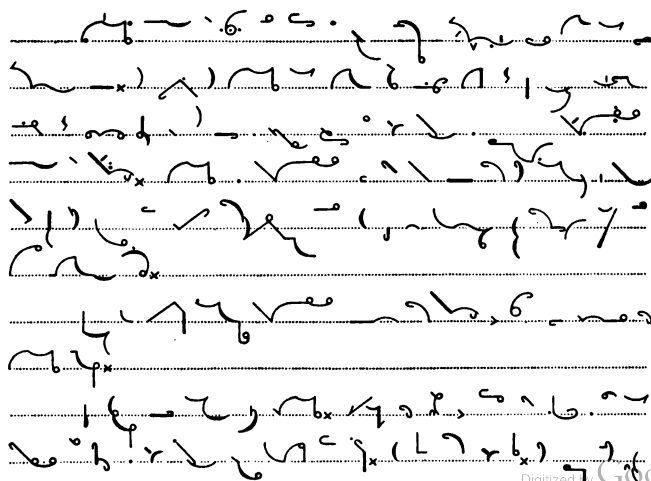
[In the Amanuensis Style.]

## LAMBS' TALES FROM SHAKESPEARE.—Continued.

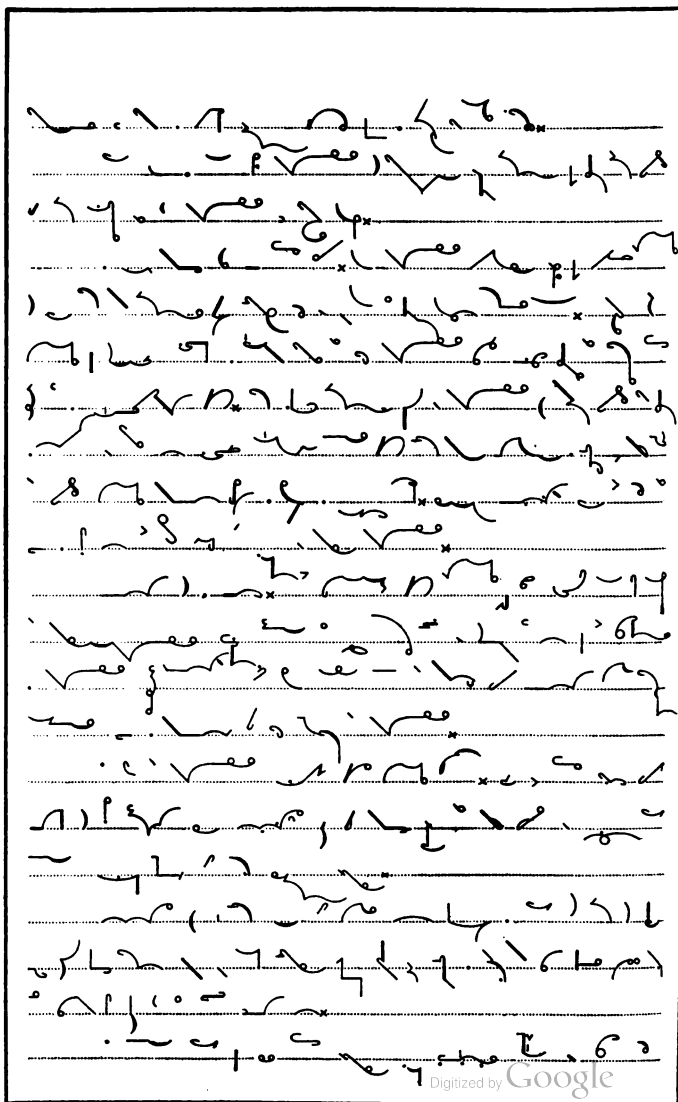
The first part of the page contains a series of musical notes and symbols, likely representing a phonographic transcription of a text. The notation is complex, featuring various curves, lines, and dots, characteristic of the Amanuensis style. The text is organized into several lines, with some lines starting with a small 'x' or similar symbol. The overall appearance is that of a handwritten musical score or a phonographic transcription of a literary work.



### The Winter's Tale.

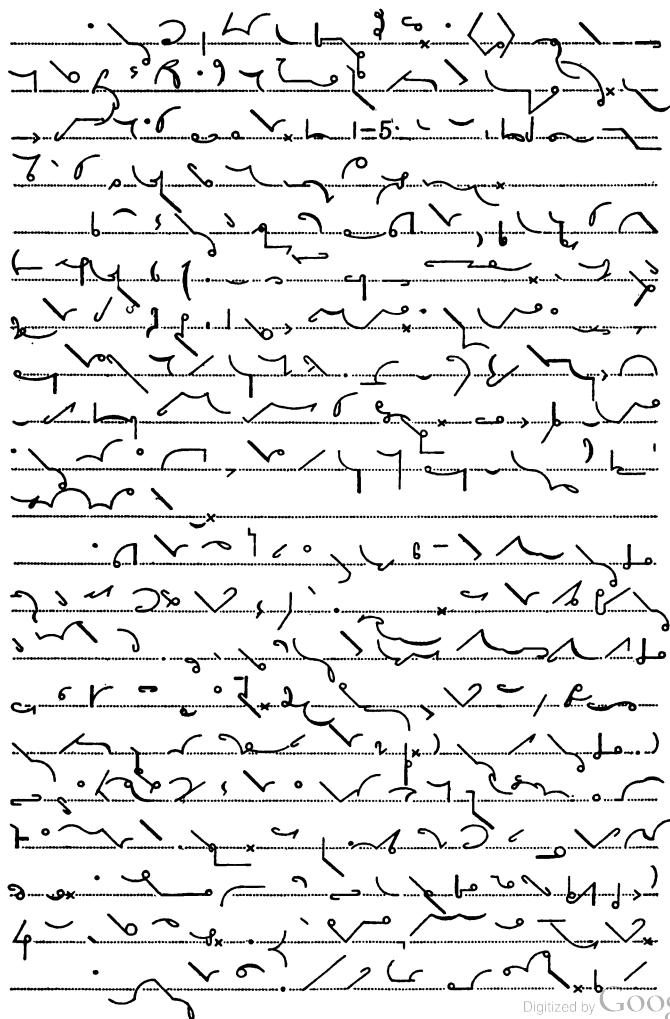


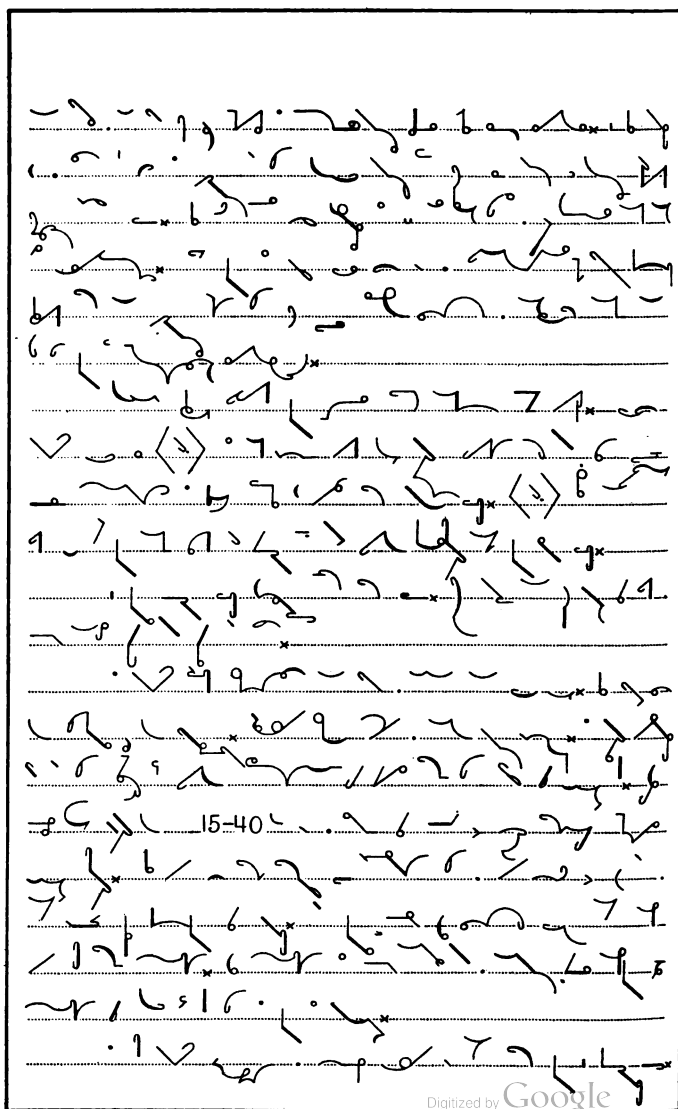




[In the Reporting Style.]

## HOW THINGS ARE MADE.—Continued.





Handwritten musical notation on a page from The Phonographic Magazine. The notation consists of various symbols, including dots, lines, and curves, arranged in a structured manner across the page. Some symbols are enclosed in boxes or have specific markings above them. The page is numbered 333 in the top right corner.

two and one-half inches. For convenience in shipping, they are cut to lengths of about ten feet, and sent to the various tube mills on factory requisitions.

The piercing machines at each mill have different capacities, in sizes and quantities; the "rounds" must therefore be cut again into pieces which will furnish with the least waste the size, length, and thickness of tube required by the factory's orders. After being cut to the working length, the steel is known as a billet. It may be from one to five feet long; but it must contain as many cubic inches of steel as the finished tube, plus enough to cover the losses incidental to manufacture.

It is important that the piercing point should strike the very center of the solid billet as it advances, for if it does not the steel will be thicker on one side of the finished tube than on the other, and no amount of careful cold-drawing can correct the eccentricity. To insure the passage of the point through the center of the billet, each one is drilled suitably before it passes to the heating furnace. The bottom of the furnace is inclined, and the centered billets of the proper length are fed into the upper and cooler end, from which they roll by gravity to the lower end, where the temperature is high enough to render the steel soft and semi-plastic. Close to the discharging end of the furnace the piercing mill is located, and the billets are fed into it, centered end foremost, either automatically or, in the smaller mills, by hand.

The solid billet, almost white hot, is pushed forward until it is caught by the revolving piercing disks, and from that point onward the machine completes the operation without the touch of a human finger. When the billet reaches the stationary piercing point of malleable iron, and starts to pass over it, forced by the forwarding and revolving action of the heavy rotating disks, only a slight, dull, grinding sound is audible; there is nothing spectacular about the operation, nor much suggestion of the enormous power required to displace the metal from the center of the hot billet toward the outside. So powerful are the piercing disks and so carefully planned is each part of the massive machinery that the billet is apparently molded into a tube with the same freedom as a lump of dough is manipulated by a pastry cook. When the tube emerges from the machine, hot gases burn lividly from its ends; the inspectors look over it carefully for possible defects, and if it is perfect it is rolled at once to the saw, which cuts it in two pieces almost instantly; a shower of sparks and a ringing noise accompany the operation.

The newly-pierced billet is simply a rather rough, thick-walled, scaly, seamless tube. It is raw in appearance and not particularly true to size, and it retains the corrugations of the piercing disks on its scarred surface. But it is positively without a seam or weld, the round bar of steel having been pierced quite through its length, as a potter would force a pointed rod through a cylinder of moist clay. It is short, because most of its substance is yet in its walls, and to change thickness into length is the next requirement. Accordingly, the tube is passed once more to a heating furnace, and at the proper temperature it is rolled over long, round bars of tool steel, through grooves successively smaller, and in this manner converted into a long, thin-walled tube, with a fairly smooth surface finish.

Even now it is only a hot-rolled tube, and lacks accuracy in diameter, gauge, and rotundity. One more operation, known as "pointing," is needed to make it ready for the bench-room, where it will earn by slow, careful, and exact manipulation the distinguishing qualities that result from being cold-drawn. "Pointing" consists in hammering the heated end of each tube into a solid point, which can be caught by the heavy tongs of the draw-bench in which the tube is to be cold-drawn.

Before tubes can be cold-drawn they must be clean and free from scale. They are therefore pickled in acid bath, which is heated and kept in constant agitation by jets of steam.

The operation of cold-drawing is extremely simple in principle, and not in any manner new. It is practically the same for steel tubes as it is for brass and copper. All that is necessary is strong machinery and enough power to move it. The benches are substantially built of steel, and each is furnished with a heavy, square-linked chain, which runs over a wheel placed just underneath the die. This chain extends along the bed of the bench, for from fifteen to forty feet, to a sprocket which is geared to the main shaft from the engine, and it returns underneath the draw-bench. Dies are made from the very best grade of crucible steel, and are machined to the thousandth of an inch, to govern the outside diameter of the tube which is to be drawn. All tubes, except those smaller than one-half inch inside, are drawn over a mandrel. This mandrel is kept in position by a long bar, which goes inside of the tube and holds the mandrel just even with the die while the tube is being pulled.

The drawing operation hardens the metal and makes it

necessary to anneal every tube before it can be drawn again. It must be remembered that it may require from two to twenty passes through dies of varying diameter to produce a tube with the required dimensions. Such a tube must be annealed after each pass to eliminate all the brittleness of the steel which resulted from previous cold-draw passes and to permit further drawing.

The process of annealing is attended with the formation of scale; and, from the remark made in a previous paragraph, this necessitates a return of each tube to the pickle bath each time it is annealed. The intermediate anneals, or anneals between bench-passes, are made in open furnaces; but for the consumer tubes are annealed to the buyer's specifications.

The "points" of the tubes remain until after the last pass through the dies, which brings the tube to the desired outside diameter and thickness; then, after the requisite anneal has been given, the tube passes to the cutting-off machines, where it is either cut to specified lengths or multiples, or cut to the best advantage in random lengths. Boiler tubes are tested by hydrostatic pressure, but mechanical tubes are not so treated.

From the cutting department, the last step in the process is to the shipping-room or to the stock racks.

#### SEAMLESS TUBES MADE FROM PLATES.

The processes described in the foregoing are those followed in the manufacture of seamless tubes and tubing from solid steel billets. These processes are employed for all sizes up to and including tubes five and one-half inches outside diameter; but for tubes larger than this, the methods are different. It will be readily comprehended that to obtain a seamless tube, say twenty inches in diameter, from a solid cylinder of steel, would necessitate piercing machinery of most gigantic and unwieldy proportions, and to drive such machinery would require great power.

Now, in small tubes the ratio of length to diameter is large. Taking a tube measuring one-half inch outside, it is possible to produce it in lengths as great as forty feet, and the ratio of length to diameter in this case is nine hundred and sixty. There are many uses for tubes of this size and length. But a tube twenty inches in diameter is rarely called for in lengths greater than from six to ten feet, and in this case the ratio of length to diameter is not more than six.

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6. When notes are transcribed the tablet may be doubled back on itself and inserted in any kind of a copy-holder, just as any other note-book, or it may be used itself as a copy-holder by standing it upright as shown in the illustration. Should any difficulty be experienced in making it stand upright (which will not be the case except on an unusually smooth table-top), take a short piece of string and make two knots therein six inches apart, cutting off the ends of the string outside the knots. This knotted string laid under the edges of the tablet (as shown in the illustration), with the knots outside, will prevent all tendency to slide.
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|   |                                  |                                     |
|---|----------------------------------|-------------------------------------|
|  | Graham, 242 writers, 15.3 %.     | { Benn Pitman, 796 writers, 50.4 %. |
|  | Munson, 86 writers, 5.4 %.       |                                     |
|  | Isaac Pitman, 67 writers, 4.2 %. |                                     |
|  | Gregg, 66 writers, 4.1 %.        |                                     |
|  | Cross, 45 writers, 2.8 %.        |                                     |
|  | Barnes, 25 writers, 1.5 %.       |                                     |
|  | Pernin, 25 writers, 1.5 %.       |                                     |

All others (totaling 14.8 %), less than 1 % each.

This means that schools teaching the Benn Pitman system have, during the last five years, furnished *more than half* of the successful candidates that presented themselves in all parts of the country for the United States Civil Service Examinations as clerk stenographers.

A copy of Mr. Irland's paper, with table of statistics, will be mailed free to any school officer or teacher of shorthand upon request sent to

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